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ABSTRACT

This handbook is one of a series dealing with safety in the home, the school, and on the highway. It is addressed to the teacher of children in the primary grades, K-4. It discusses the hazards of walking to school, meeting strangers, poisons, and fires. Illustrated instructions on emergency first aid actions are included as well as suggestions for assuring a more safe school and playground environment. (JD)

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AMBI

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K-4

A MINI SAFETY AND HEALTH PROGRAM

AMBI

A MINI SAFETY AND HEALTH PROGRAM

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THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

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October, 1976

INTRODUCTION

Safety is the concern of all persons, including children. Children need to be more responsive, not only in how to prevent accidents, but also in how to act in case an accident occurs. Between the ages of five and fourteen, accidents account for more deaths than all other causes of death. Even though there has been a slight decline in child deaths and injuries, safety education needs to be recognized as a priority in all grades (K-12) in order to preserve and protect life at home, school, and on the highway.

Every school has a responsibility in safety education since half of the accidents to children occur in and around the school. Children often get so absorbed in their activities that they forget to exercise precaution for their own and other's protection. Injuries caused by cutting or piercing instruments, falls in and around the school, curiosity about poison substances, the bites of animals, and the drownings which occur in every community where there is a body of water, emphasize the need for safety instruction in the schools. A positive attitude toward safety must be fostered in the early grades.

Every individual, regardless of age, needs to become familiar with the rudiments of emergency care in order to protect oneself and others.

This program has been prepared as a support system for teachers to use. Duplication will be avoided if the basic ideas and activities are followed for each series. The resources indicated on the teaching objectives and activity sheets are generally the most accessible ones for the teacher, but others can be employed to achieve the stated objective.

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Appreciation is expressed to Mrs. Nancy Thierwechter for assistance in preparing this publication.

K - 12 SAFETY PROGRAM

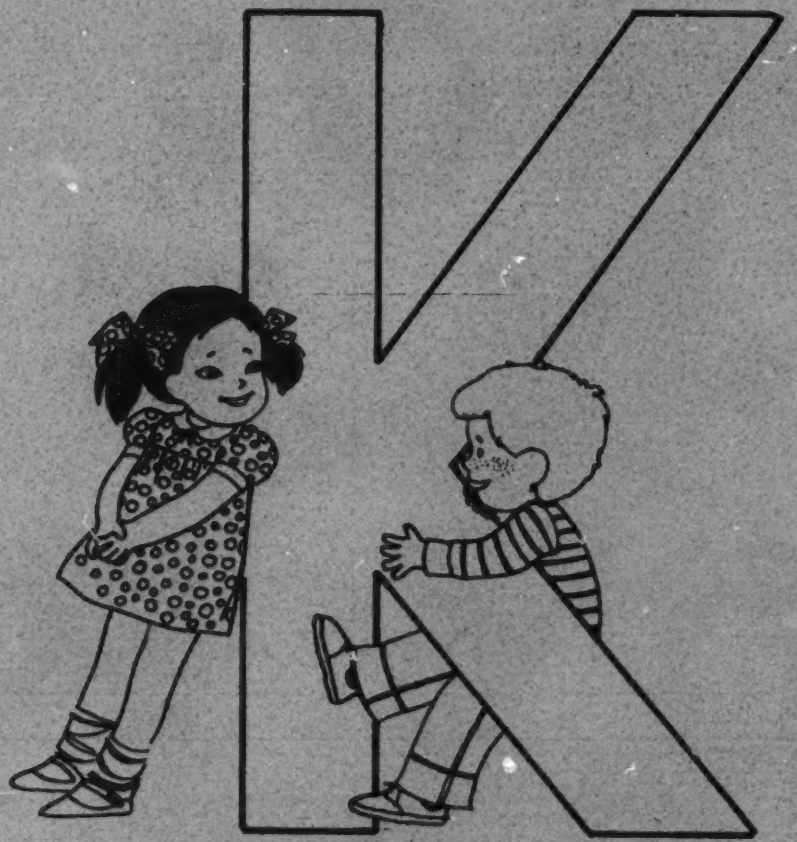
MATERIAL OR ACTIVITY	K	1	2	3	4	5	6	7	8	9	10	11	12
Introduction of AMBI	X												
Way to School	X												
Take Nothing From Strangers	X												
In Case of Fire	X												
Stay Away From Poisons	X												
Washing Hands		X											
Minor Cuts		X											
Burns		X											
Water Safety		X											
Insect Bites		X											
Bruises		X											
Animal Bites			X										
How Lungs Work			X										
Sunburn, Frostbite			X										
Bleeding			X										
Nosebleed			X										
Fires - Home and Farm				X									
Electric Shock				X									
Broken Bones				X									
Mouth-to-Mouth Resuscitation				X									

MATERIALS OR ACTIVITY	K	1	2	3	4	5	6	7	8	9	10	11	12
Review													
Getting Help	X												
Washing Hands		X											
Insect Bites		X											
Animal Bites			X										
Burns		X											
Minor Cuts		X											
Water Safety		X											
Electric Shock				X									
Mouth-to-Mouth Resuscitation				X									
Fire	X												
Nosebleed			X										
Broken Bones				X									
Bandages					X								
Chemical Burns					X								
Head Injuries					X								
Prevent Infection					X								
Basic First Aid - Book 1 Red Cross													
Shock						X							
Bleeding						X							
Breathing						X							
Poisoning						X							

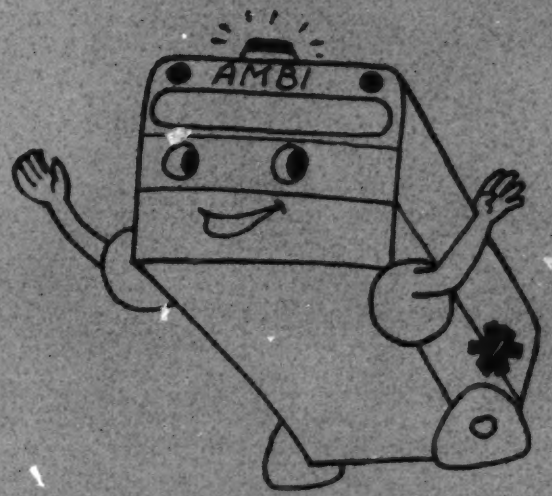
MATERIALS OR ACTIVITY	K	1	2	3	4	5	6	7	8	9	10	11	12
Basic First Aid - Book 2													
Broken Bones						X							
Burns						X							
Rescue						X							
Basic First Aid - Book 3													
Head Injuries							X						
Bleeding You Can't See							X						
Heart Attack							X						
Infection and Illness							X						
Snake Bite							X						
Animal Bites							X						
Insect Bites							X						
Basic First Aid - Book 4													
Too Much Heat or Sun							X						
Exposure to Cold							X						
Fire							X						
Electric Shock							X						
Water Safety							X						
Special Safety Problems							X						
Babysitting								X					
Driver Education											X		
Emergency Medical Training												X	X

AMBI

A MINI SAFETY AND HEALTH PROGRAM



Series K



Series K

OBJECTIVES

General:

(1) To develop an awareness that the individual is responsible for the safety of one's self and others at all times.

(2) To prepare the individual to be alert to safety precautions in all areas of living--at home, school, on the highways.

(3) To develop skills which can be used in emergency situations including a knowledge of how and where to obtain assistance.

Specific:

(1) The pupil will be able to identify and evaluate safety hazards around the school, home and community, including the highways.

(2) The pupil will be able to identify resources that can render assistance in time of emergency in the school and community.

(3) The pupil will be able to demonstrate procedures of first aid applicable in a given incident needing emergency assistance.

Teaching Objectives:

(1) To identify who AMBI is, what AMBI does, and how to get AMBI.

(2) To identify the way to school for each child whether he/she walks or rides the bus.

(3) To acquaint children with the potential danger of taking food, drugs or rides from strangers.

(4) To identify and demonstrate what to do in case of fire.

(5) To identify poisons and demonstrate the procedures to be followed in the case of poisoning.

Series K

AMBI Helps To Keep You Safe and Sound.

Teaching Objective

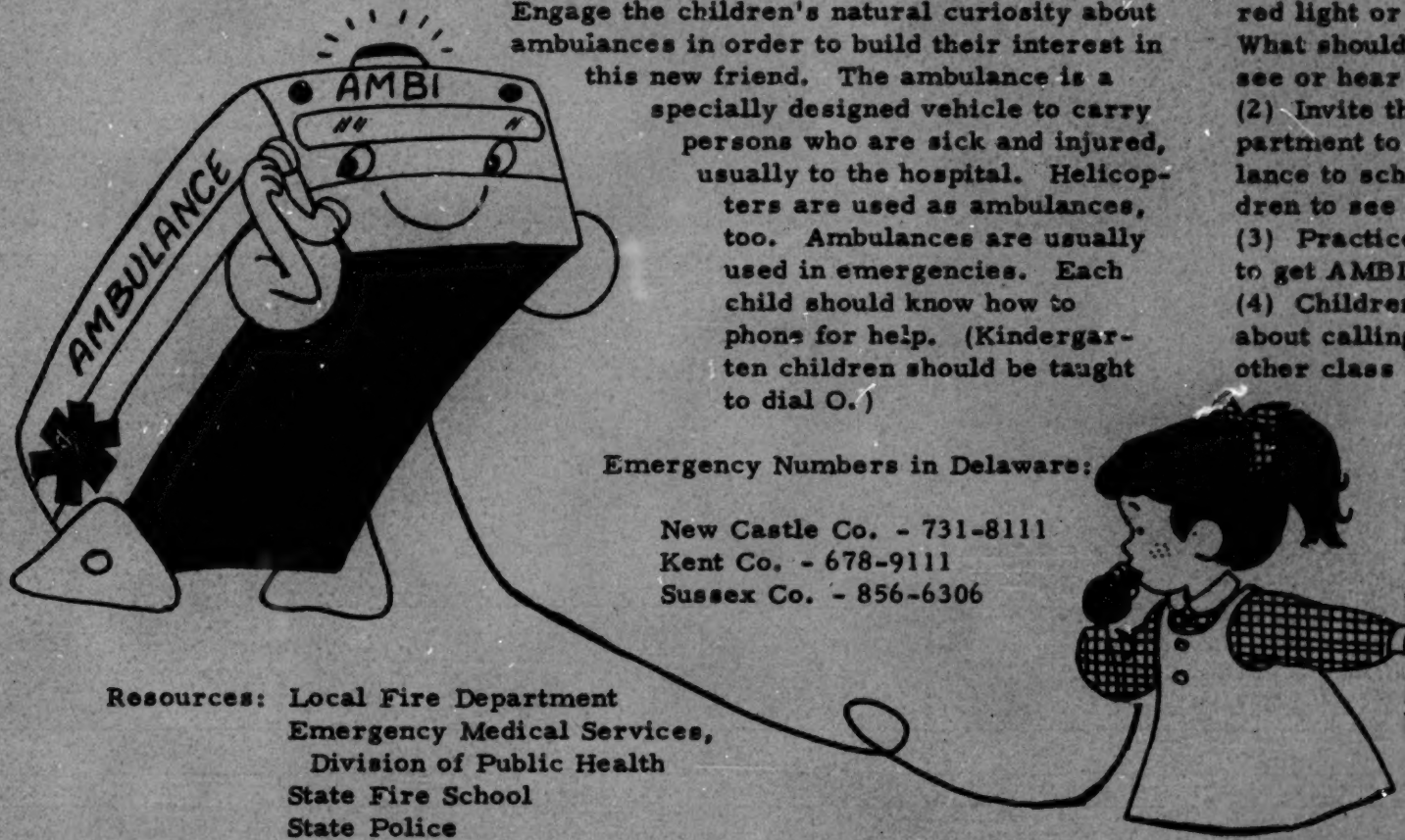
To identify who AMBI is, what AMBI does, and how to get AMBI.

Lesson Content

AMBI will be used as a friend and teacher to guide the children through a series of activities to help keep them safe and sound. Engage the children's natural curiosity about ambulances in order to build their interest in this new friend. The ambulance is a specially designed vehicle to carry persons who are sick and injured, usually to the hospital. Helicopters are used as ambulances, too. Ambulances are usually used in emergencies. Each child should know how to phone for help. (Kindergarten children should be taught to dial O.)

Emergency Numbers in Delaware:

New Castle Co. - 731-8111
Kent Co. - 678-9111
Sussex Co. - 856-6306

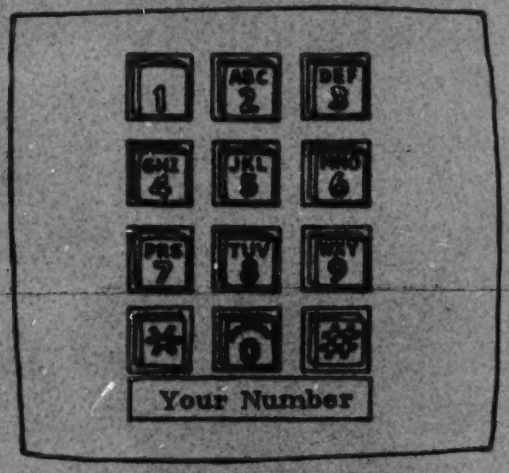


Resources: Local Fire Department
Emergency Medical Services,
Division of Public Health
State Fire School
State Police
Diamond State Telephone Company

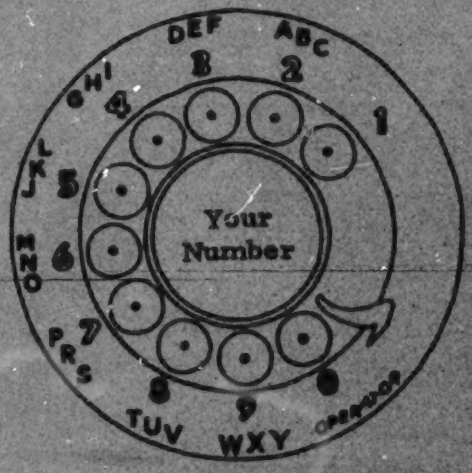
Activities

(1) Draw the places where AMBI can be found. Ask: "Why does AMBI flash a red light or use a siren? What should you do when you see or hear AMBI?"
(2) Invite the local fire department to bring the ambulance to school for the children to see and go through.
(3) Practice using the phone to get AMBI. (See illus.)
(4) Children can "role play" about calling AMBI while other class members can be AMBI drivers--A doll can be used as the "emergency patient".
(5) Make an outline of AMBI on two large pieces of cardboard. Attach string so that an outline can be hung on each shoulder of the pupil.

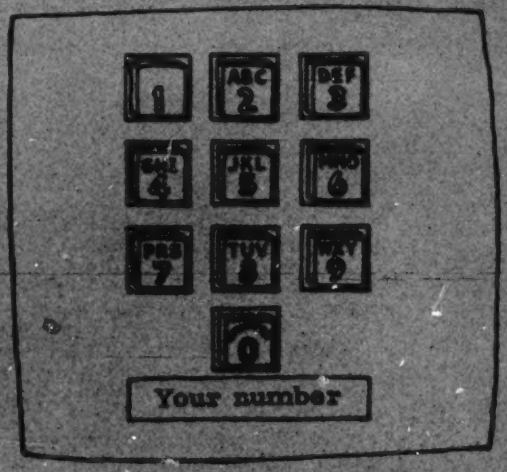
AMBI Shows Types Of----------TELEPHONE DIALS----------Activity Sheet #1



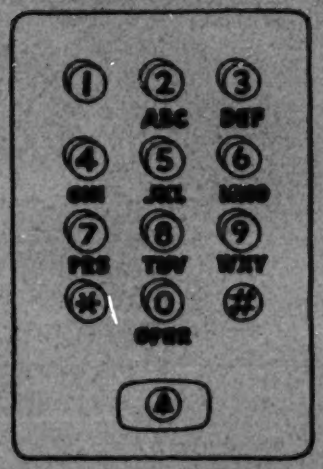
12-BUTTON TOUCH-TONE® PAD



10-HOLE TELEPHONE DIAL



10-BUTTON TOUCH-TONE® PAD

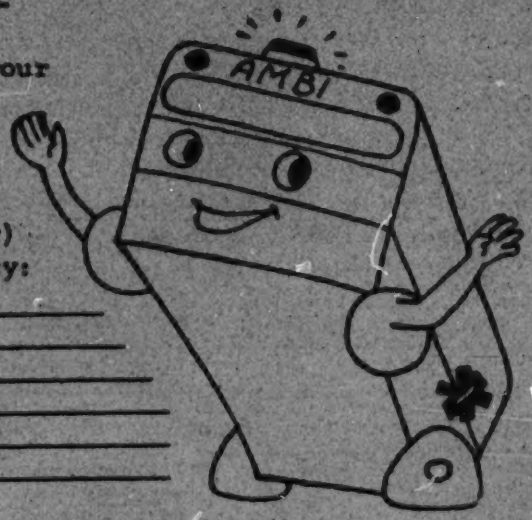


12-BUTTON TRIMLINE TOUCH-TONE® PAD

HAVE STUDENTS PRACTICE--

(1) Dial EMERGENCY NUMBER for your area: (Grade 1)
NEW CASTLE CO. - 731-8111
KENT CO. - 678-9111
SUSSEX CO. - 856-6306
Kindergarten - Dial "0" (Operator)

(2) Method for reporting an emergency:
a. My name is_____
b. I live at_____
c. My phone number is_____
d. My parent's name is_____
e. I am calling because_____
_____



Series K

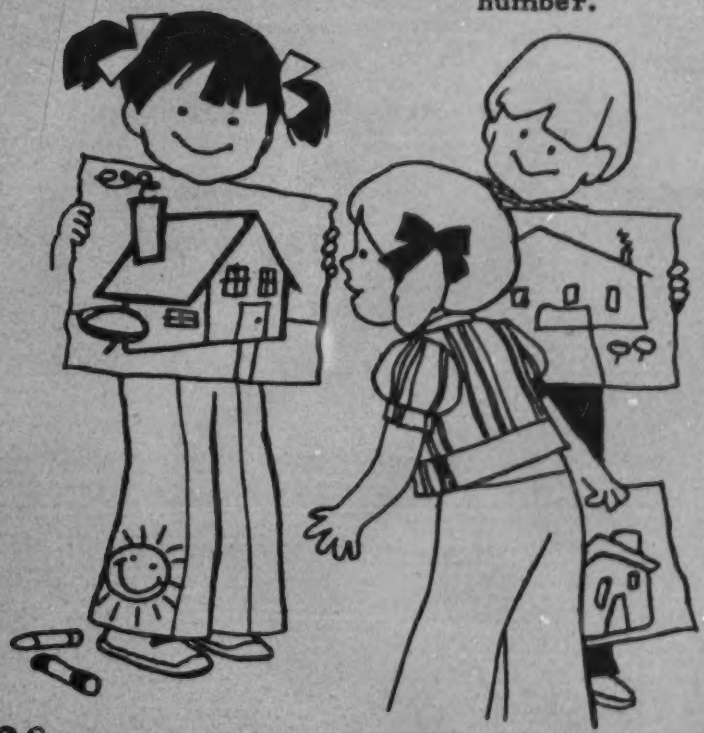
AMBI Wants To Know, "Do You Know Where You Live, How To Get Home, Your Phone Number, The Names Of Your Parents?"

Teaching Objective

To identify the way to school for each child whether he/she walks or rides the bus.

Lesson Content

Each child should know where he/she lives, how to give directions to get there, how to describe his/her home, and the telephone number. If he/she walks or rides the bus, he/she should be familiar with the area and landmarks along the way. On each stop sign a number to identify the road is placed just beneath the octagonal-shaped sign. Each child who rides the bus should be able to identify his/her bus number.



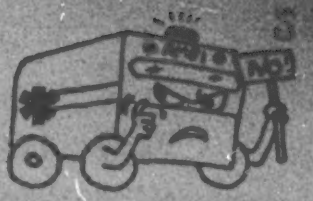
Resources:
Diamond State Tele. Co.
Local School Bus Supervisor
Department of Public Safety

Activities

(1) Have each child draw a picture of his/her home, giving the name and number of the road or street. Is there something distinctive about the home?
(2) Have each child dial his/her telephone number, give the last name of parent, identify road and street and any landmarks where he/she lives. (See illustrations.)
(3) Arrange for a bus to come to the school to practice getting on and off the bus, crossing the road to get on and off the bus, and how to ride the bus.
(4) Identify the road and street signs (stop, yield, school, railroad). (See illustrations.)
(5) Have each child identify the number of the school bus on which he/she rides.

Series K

AMBI Says, "Take Nothing From A Stranger!"



Teaching Objective

To acquaint children with the potential danger of taking food, drugs or rides from strangers.

Lesson Content

Children should not take candy, gum, fruit or other foods and items from strangers since the articles may include drugs or poisons. They should be cautioned not to get into a car with strangers. Children should let the teacher or parent know if they are offered gifts or invited to get into a car by a stranger. It is important to tell where the event took place, what the person looked like, the type of car and description, if possible. Children should learn to say "no" to friends who want to share their drugs, such as cough drops or vitamins. Children should be escorted by an adult during Halloween trick or treat. Parents should examine the items gotten at trick or treat before the child eats or tastes it.

Activities

(1) Role playing activities in which children must say "no" to strangers who offer food items or rides.
(2) Role playing situations of child telling teacher or parent about a stranger offering food or ride. What did the person look like, where was it, what kind of car?
(3) Discuss trick or treat at Halloween within one's neighborhood.
(4) Discuss the meaning of "stranger"--remind the children that a stranger could be a man, woman or teenager.

Resources:

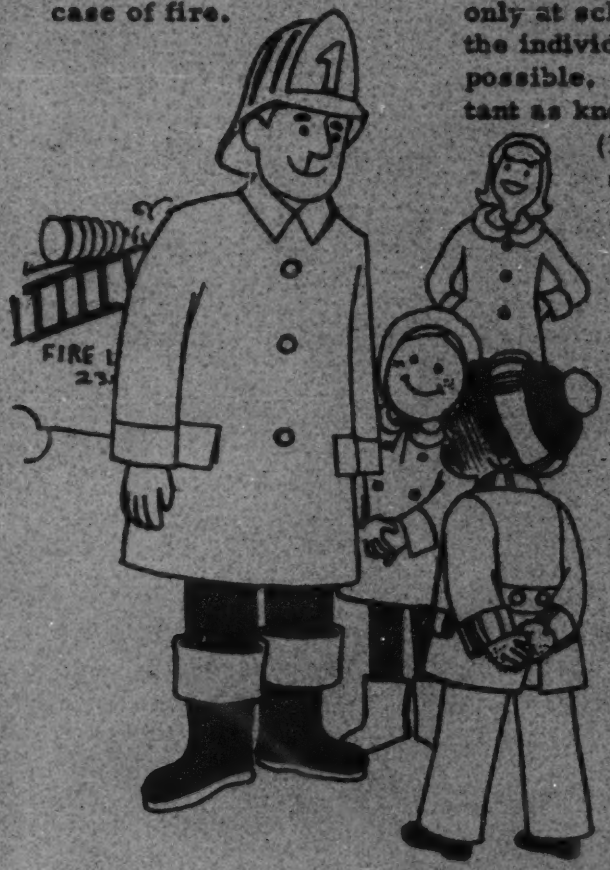
Films
State or Local Police Agencies

Series K

AMBI Wants You To Be Prepared In Case Of Fire

Teaching Objective

To identify and demonstrate what to do in case of fire.



Lesson Content

Knowing what to do in case of fire can save lives. Fire drills should be conducted not only at school but also in the home so that the individual can get out of the fire area if possible. Preventing fires is just as important as knowing what to do in case of fire.

(Fire alone rarely kills, but the superheated gases and toxic fumes which are generated by the fires and absorbed or inhaled by the individual are deadly.)

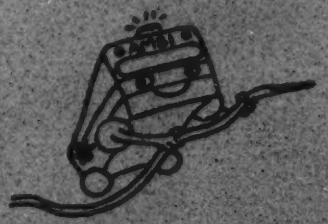
The emphasis for young children should be on getting adult help--not trying to handle a fire situation themselves. Children should be helped to identify combustibles such as fire starter and gasoline containers and warned against handling them. They should be warned not to get under beds, tables or in closets.

The central dispatch numbers for fires are:
NEW CASTLE CO. - 731-8111
KENT CO. - 678-9111
SUSSEX CO. - 856-6306

Activities

(1) Practice the route and alternate routes for fire drill in the school.
(2) Demonstrate what to do in case of fire in the home or barn by calling the fire department, getting help, getting out of the house or barn. Do not hide under beds or in closets.
(3) Have a representative from the local fire department visit the school, and also visit the local fire department. Use illustration from activity unit.

Resource: Local Fire Department



Series K

AMBI Says, "Stay Away From Poisons!"

Teaching Objective

To identify poisons and demonstrate the procedure to follow in case of poisoning.

Lesson Content

A poison is a chemical that can cause injury or death to body tissues inside and on the outside of the body. Children should never touch, drink, smell or swallow products found in and around the home and garage. Poison can harm or destroy parts of the body. Acids (cleaning fluids, lye, bleaches) can burn the skin, eyes, nose, throat and stomach. Insect sprays and rat poisons may contain strychnine which affects the nervous system and causes convulsions. Fumes from paint thinner, gasoline and glue can irritate the eyes and nose. Chips of paint from walls can cause lead poisoning. Many plants and shrubs around the house have poison berries, leaves and bark. Because of their size, children are more sensitive to poison than adults.

The poison information center number for Wilmington is: 655-3389

Resources: Emergency Medical Service
Division of Public Health
State Fire School
Local Pharmacists

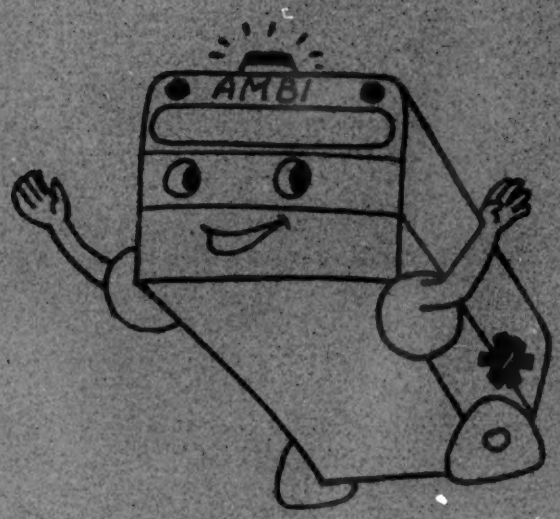
Activities

(1) Identify poisons that can be found around the house.
(2) Set up a display of empty containers representing products that are poisonous and found around the house, especially those usually found in the kitchen (drain cleaner, lye, detergent, bleach).
(3) Arrange a display with empty medicine bottles and poisons. Some medicines are poisons, too. The emphasis should be on not eating anything unless a known adult has given it to him/her. Children should separate the poisons from medicines.
(4) Practice getting help in case of poisoning.
(5) Find out where poisons are stored in the home. Are they in a safe place?
(6) Identify poisonous plants around school or home (poison ivy). Try not to create too much interest in the plants.

AMBI

A MINI SAFETY AND HEALTH PROGRAM

Series 1



OBJECTIVES

General:
(1) To prepare the individual to be alert to safety precautions in all areas of living at home, school, and on the highway.
(2) To develop an awareness that the individual is responsible for the safety to himself and others at all times.
(3) To develop skills which can be used in emergency situations including a knowledge of how and where to obtain assistance.

Specific:
(1) The pupil will be able to identify resources that can render assistance in time of emergency in the school and community.
(2) The pupil will be able to identify and evaluate safety hazards around the school, home, and community, including the highways.
(3) The pupil will be able to demonstrate procedures of first aid applicable in a given incident needing emergency assistance.

Teaching Objective:
(1) To demonstrate the way to wash hands.
(2) To demonstrate and practice simple first aid for bleeding.
(3) To identify types of burns and demonstrate what to do for them.
(4) To identify the need for practicing safety around water.
(5) To demonstrate and practice what to do for insect bites.
(6) To identify what a bruise is and demonstrate how to take care of it.

Series 1

AMBI Wants To Know, "Do You Know How To Wash Your Hands? And When To Wash Your Hands?"

Teaching Objective

To demonstrate the way to wash hands.

Lesson Content

Washing hands is the first line of defense against disease and infection. They should be washed after playing, before eating, after handling pets, after going to the toilet, after holding hands over mouth when sneezing and coughing, and after any kind of scratch or cut has occurred.

FIRST I WET MY HANDS WITH NICE WARM WATER...
THEN I SOAP, SOAP SOAP MY HANDS
- RUB, RUB, RUB MY HANDS RUB THE PALMS, RUB THE BACKS AND IN BETWEEN MY FINGERS!!
RINSE ALL THE SOAPSUDS AWAY
- AND NOW I DRY MY NICE CLEAN HANDS!!

Activities

(1) Demonstrate and have children practice washing hands, using following procedures: (a) wet hands; (b) soap them; (c) rub the hands together getting soap on back, palms, and in between fingers; (d) rinse soap suds off; (e) dry hands.

(2) Divide group into two or three and have children take turns at telling, washing, and supervising the practice.

(3) Practice cleaning a minor scratch or cut on the leg with soap and water.

(4) Take a familiar tune such as "Three Blind Mice" and make up words about washing to sing together.

Resource: School Nurse

Series 1

AMBI Shows You What To Do If You Cut Yourself.

Teaching Objective

To demonstrate and practice simple first aid for bleeding.

Lesson Content

Each child has probably received a minor cut at some time. Did he/she know what to do if an adult had not been around? At school the teacher or nurse is there to help, and parents are usually around at home. Sometimes, though, there is no one around so every individual should know how to do simple first aid for his/her protection.

A cut may be caused by sharp objects such as a knife, broken glass, or even paper. There may or may not be much bleeding. An abrasion occurs when the skin is rubbed off an area.

Prevention: Selecting the play area carefully; picking up potential cutting objects such as glass, metal (such as pull tabs on soda cans) and stones.

Resources:

Fire Department (for dummies of hands for practice)

American Red Cross, Delaware Chapter - "Health and Safety Course for Primary Grades"

Activities

(1) Draw a picture of a minor cut, abrasion.

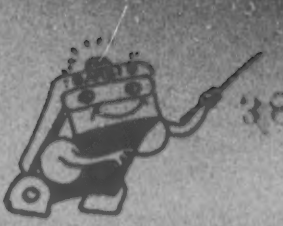
(2) Demonstrate and practice cleaning the cut or abrasion with soap and water.

(3) Demonstrate and practice putting pressure on a cut that is bleeding.

(4) Find out where first aid kits are located in the school, on the bus, and at home.

(5) Demonstrate the proper way to carry scissors, knives.

Series 1 AMBI Shows You What To Do If You Burn Yourself.



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Teaching Objective

To identify types of burns and demonstrate what to do for them.

Lesson Content

Small children are frequently burned by spilling hot food and water on the body, by touching hot stoves or heaters, by playing with matches, playing too long in the sun, or getting into a tub of hot water. There are three depths of burns. (It is not important to go into too much detail with first graders.) First degree: top layer of skin is red; Second degree: deeper into skin which gets red and blisters; Third degree: full thickness of skin and other tissues are burned. Areas appear raw and often white. Treatment for first and second degree burns: Wash and put cold water or cold cloths on area. Put clean dressing on second degree burns. Treatment for third degree burns: cover with plastic kitchen wrap, aluminum foil, or a non-adherent material, see a doctor. Prevention: Be alert to potential hazards which burn--hot water on stoves, hot bath water, burning leaves, hot pans.

Activities

(1) Have children draw pictures of safety in the bathroom, such as checking bath water before getting into the tub.
(2) Demonstrate and practice washing and placing cold water or cloths on first and second degree burns.
(3) Demonstrate and practice putting a clean cloth on a third degree burn, getting help. Where else could you go?

(4) Review and practice telephone emergency procedures (from Series K) and getting help.

Resources:
State Fire School
Local Fire Department
School Nurse

Series 1

AMBI Helps You To Be Safe Around The Water.

Teaching Objective

Identify the need for practicing safety around water.

Lesson Content

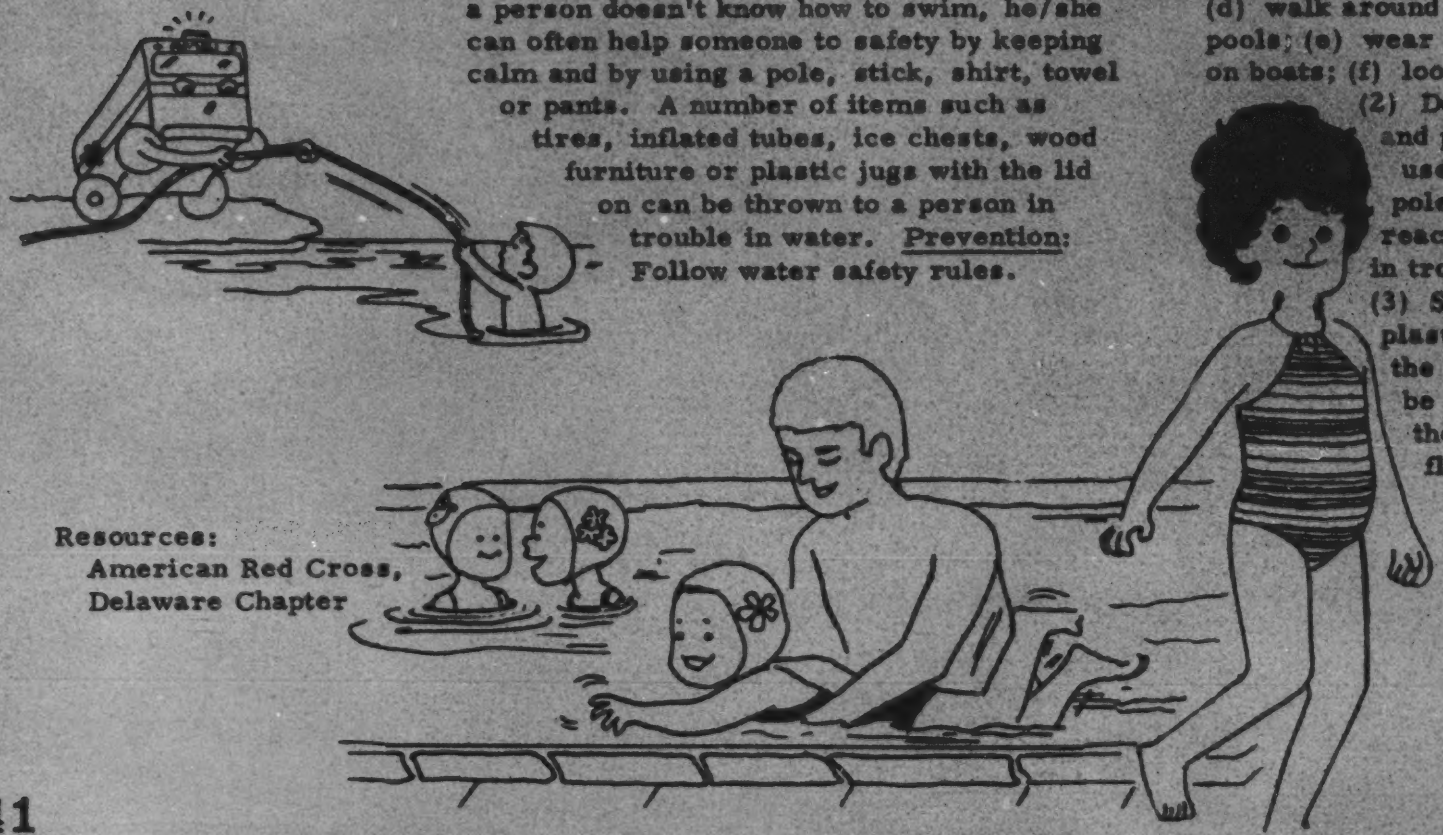
Every individual should be able to protect himself/herself and others around the water since most people are around water at some time. Two-thirds of the world is water, so everyone should know how to swim. Even if a person doesn't know how to swim, he/she can often help someone to safety by keeping calm and by using a pole, stick, shirt, towel or pants. A number of items such as tires, inflated tubes, ice chests, wood furniture or plastic jugs with the lid on can be thrown to a person in trouble in water. Prevention: Follow water safety rules.

Activities

(1) Write water safety rules on flip chart such as: (a) learn to swim; (b) have an adult with you when swimming; (c) swim with a "buddy"; (d) walk around swimming pools; (e) wear life jackets on boats; (f) look before diving.

(2) Demonstrate and practice the use of a shirt, pole or stick to reach someone in trouble.

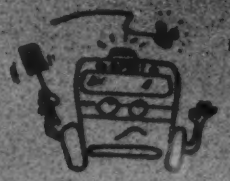
(3) Show an empty plastic jug with the lid. This can be thrown into the water to float on.



Resources:
American Red Cross,
Delaware Chapter

Series I

AMBI Shows You What To Do For Insect Bites.



Teaching Objective

To demonstrate and practice what to do for insect bites.

Lesson Content

Children and adults are frequently the target of insect bites at home, at school, while camping, and/or playing outdoors. Mosquitos, ticks, bees, wasps, flies, and fleas are just some of the common insects. Jellyfish stings are common to some beaches. Some people are very allergic to bee stings and have to carry special medication with them.

Prevention: When stinging insects come around, the individual should keep calm and move out of the range of the insect quietly and quickly.

Activities

(1) Identify some of the common insects found around school, home. Arrange a bulletin board of insects which bite.

(2) Demonstrate and practice antidotes for insect bites, such as baking soda, mud, meat tenderizer, or ice. Ask the children to demonstrate what to do in a given situation such as:

(a) you are playing alone in a field and a bee stings you;

(b) your friend is stung by a wasp while you are playing around the house.

Resource: School Nurse

Series 1

AMBI Shows You What To Do For A Bruise.

Teaching Objective

To identify what a bruise is and demonstrate how to take care of it.

Lesson Content

Bruises are caused by broken blood vessels under the skin and other body tissue such as muscles. If the skin is not broken, there is no place for the blood to go except into the surrounding tissue. The area looks bluish and is often swollen. Sometimes bleeding occurs in the brain and other parts of the body that you cannot see. It is important to take care of the injured area as quickly as possible. Showing the injury to an adult should be stressed. Prevention: Select and use play areas carefully; use appropriate movements for the place and conditions.

Activities

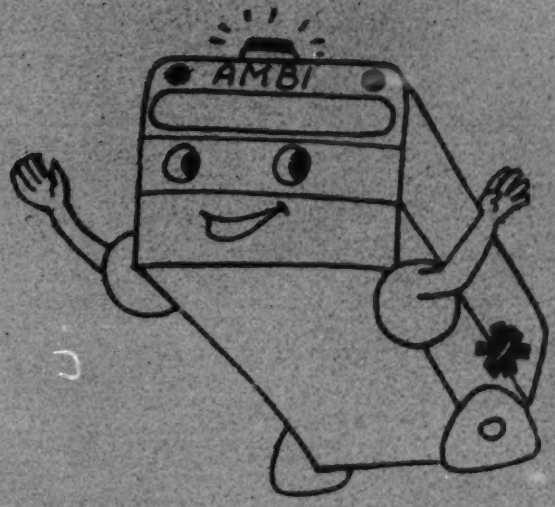
(1) Draw a bruised area on the leg or arm.
(2) Demonstrate putting cold cloths, water, or ice pack on bruised area.
(3) What would you do if in a given situation such as falling on the playground or being hit on the arm by a ball, you get a bruise?
(4) Have children identify areas where bruises occur and how they could be prevented.

Resource: School Nurse

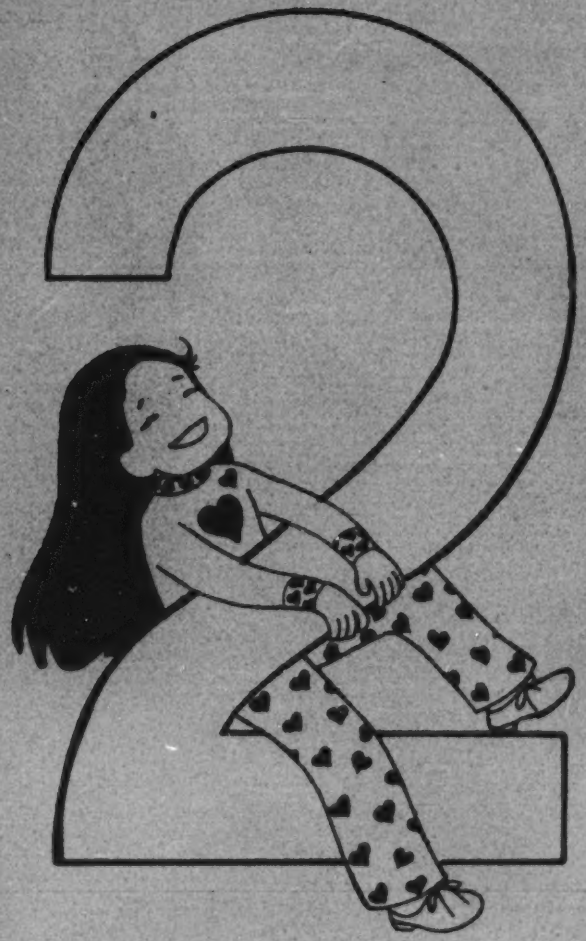
AMBI

A MINI SAFETY AND HEALTH PROGRAM

Series 2



Series 2



OBJECTIVES

General:

(1) To prepare the individual to be alert to safety precautions in all areas of living at home, school, and on the highway.
(2) To develop an awareness that the individual is responsible for the safety of himself and others at all times.
(3) To develop skills which can be used in emergency situations including a knowledge of how and where to obtain assistance.

Specific:

(1) The pupil will be able to identify resources that can render assistance in time of emergency in the school and community.
(2) The pupil will be able to identify and evaluate safety hazards around the school, home, and community, including the highway.
(3) The pupil will be able to demonstrate procedures of first aid applicable in a given incident needing emergency assistance.

Teaching Objective:

(1) To identify and demonstrate procedures used in case of animal bites.
(2) To demonstrate how the lungs work and how to help someone to breathe.
(3) To identify that burns can be caused by sun, ice, snow, and/or cold.
(4) To identify what bleeding is and demonstrate what to do.
(5) To demonstrate how to stop most nosebleeds.

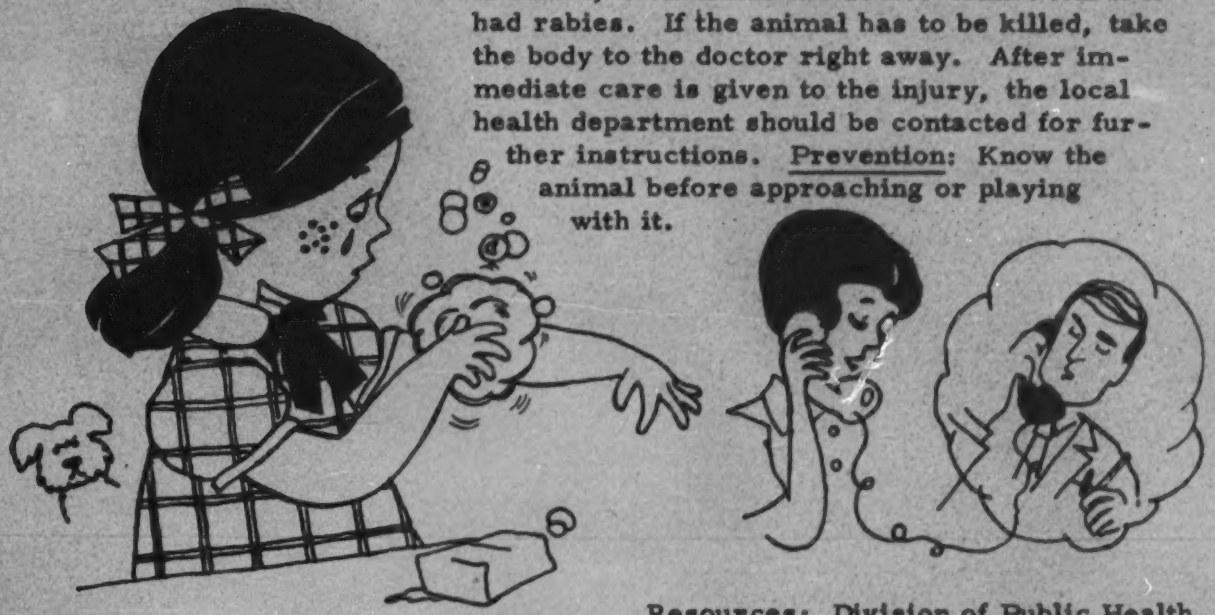
Series 2 AMBI Asks, "Do You Know What To Do If An Animal Bites You?"

Teaching Objective

To identify and demonstrate procedures used in cases of animal bites.

Lesson Content

Sometimes an animal such as a dog, cat, squirrel or fox gets a disease called rabies. Bats can also have rabies. If an animal or bat with rabies bites the individual, he/she may get rabies and die. The treatment for rabies hurts and is sometimes dangerous but it will usually keep the person from getting rabies. Every effort should be made to confine the animal for observation for at least 10 days. If the animal is killed, sometimes the doctor cannot tell if it had rabies. If the animal has to be killed, take the body to the doctor right away. After immediate care is given to the injury, the local health department should be contacted for further instructions. Prevention: Know the animal before approaching or playing with it.



Resources: Division of Public Health
School Nurse

Activities

(1) Demonstrate and practice what to do in case of animal bites.
(a) For a child: Wash area well with soap and water; tell your parents or teacher right away.
(b) For the parent or other adult: Call the doctor; call the health department in New Castle, Kent or Sussex County; confine the animal so it can be observed.
(2) Review what to do for cuts and bleeding wounds.
(3) Ask the children to discuss their experience, if any, with animal bites.

Series 2

AMBI Shows How We Breathe
And What Can Be Done To Help Someone To Breathe

Teaching Objective

To demonstrate how the lungs work and how to help someone to breathe.

Lesson Content

Everyone must have air in order to live. The lungs, which lie in the chest protected by the ribs, expand with breathing in air and deflate when air is breathed out. Even if a person stops breathing (taking in air and letting it out of the lungs) for a few minutes (3-5) serious brain damage can occur. The average adult breathes about 16 times a minute, children about 20-24 times. Taking the breath in and letting it out counts as one time.

Breathing is stopped for several reasons such as the airway (the tube that takes the air from the nose and mouth to the lungs) being blocked by food, hard candy, buttons, objects, etc., by an electrical shock, by using up all oxygen in space which most commonly occurs in house fires or earth cave-ins. Helping a person to breathe is necessary sometimes to save the person's life. Tilting the head back will often start spontaneous respiration by opening the air passage.

Invite a representative from the State Fire School or Red Cross to demonstrate some methods of helping a person to breathe.

Resources: State Fire School
Red Cross

Activities

(1) To demonstrate how the lungs work, blow air into a balloon then let it out.
(2) Have the children place their chins on chest to illustrate how breathing is restricted, then toss head back to feel the immediate suck of air into lungs.
(3) In groups of two, take turns to count the number of times the chest moves up and down in one minute. Up and down counts as one cycle.
(4) Pinch your nose and shut your mouth. You can't hold it very long, can you?
(5) Have resource person demonstrate mouth-to-mouth breathing.

Series 2 AMBI Shows You What To Do In Case of Sunburn, Frostbite.

Teaching Objective

To identify that burns can be caused by sun, ice, snow or cold.

Lesson Content

Burns can be caused by the sun (heat) and by cold such as snow, ice, low or freezing temperatures if the body is exposed without adequate protection. Children will often get fingers, toes, chin and face frostbitten by playing outside too long in the snow and ice. Sunburn develops from overexposure also. The emphasis should be placed on preventing sunburn and/or frostbite. Children should always tell parents or teachers about any injuries or burns. There are three depths of burns: First degree, top layer of skin is red; Second degree, the skin gets red and blisters; Third degree, full thickness of skin and other tissues are burned. Areas appear raw and often white.
Prevention: Dress appropriately for the weather. Limit exposure.

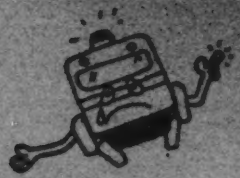
Activities

(1) Demonstrate using warm water, 104°-107° (not hot or cold water) to put on frostbitten toes and fingers. Use a thermometer to test the water, then have pupils check with hands to get the "feel" of the temperature. Practice in groups of 2 or 3.
(2) Demonstrate and practice applying cold water cloths to sunburn. Sometimes the physician has to be consulted with sunburn or frostbite.
(3) Discuss some of the sunburn lotions sold in stores.

Resource: School Nurse

Series 2

AMBI Shows You What To Do When Bleeding.



Teaching Objective

To identify what bleeding is and demonstrate what to do.

Lesson Content

Bleeding occurs when the wall of the blood vessel is broken, such as in a cut or injury (bruise). Sometimes the bleeding is slow and steady as when a vein is cut. Sometimes the blood spurts out when an artery is cut like a big spray from a punctured water hose. Sometimes the blood oozes out into the surrounding tissue as in a simple bruise. (See Series 1) Bleeding has to be stopped. Pressure applied to the cut area will usually stop bleeding. The person may lose consciousness or die if too much blood is lost. Prevention: Choose play areas carefully; remove items that can cut--glass, metal tabs from soda cans and sharp instruments.

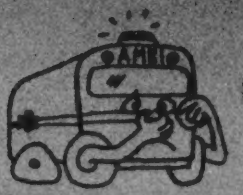
Activities

(1) Show a simple outline of the circulatory system of the human body.
(2) Draw pictures of bleeding when:
  (a) the vein is cut,
  (b) the artery is cut,
  (c) the area is bruised.
(3) Have children tell of personal experiences with cuts.
(4) Compare a break in the blood vessels with a break in a garden hose.
(5) Demonstrate putting a pressure bandage on a cut; it should not be too tight to stop all bleeding. Use items such as strips of sheeting, regular bandages. Practice in groups of two or three pupils.

Resources: State Fire School
School Nurse

Series 2

AMBI Shows How To Stop A Nosebleed.



Teaching Objective

To demonstrate how to stop most nosebleeds.

Lesson Content

Nosebleeds often occur with young people if the nose is bumped or if the person has a cold. Pinching the nostrils together for five minutes will usually stop the bleeding. The person should sit down (on the floor is fine) with the head tilted slightly forward. If the nosebleed starts again, pinch the nose a longer time. Occasionally the doctor has to be consulted.

Activities

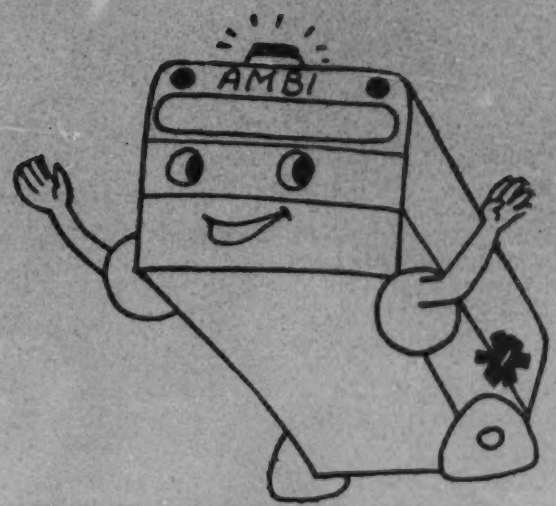
(1) Demonstrate and practice what to do for nosebleed.
  (a) sit down with head tilted forward and pinch your nose (the nostrils) together for at least five minutes.
  (b) have someone get the teacher or parent.

Resource: School Nurse

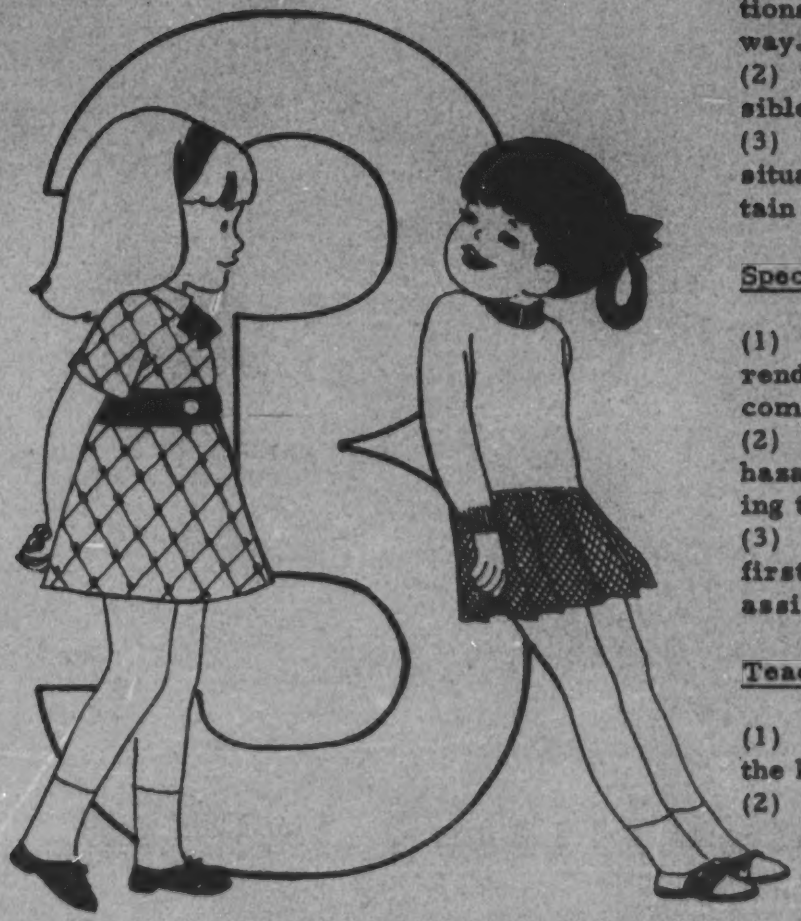
AMBI

A MINI SAFETY AND HEALTH PROGRAM

Series 3



Series 3



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OBJECTIVES

General:

(1) To prepare the individual to be alert to safety precautions in all areas of living at home, school, on the highway.
(2) To develop an awareness that the individual is responsible for the safety of himself and others at all times.
(3) To develop skills which can be used in emergency situations including a knowledge of how and where to obtain assistance.

Specific:

(1) The pupil will be able to identify resources that can render assistance in time of emergency in the school and community.
(2) The pupil will be able to identify and evaluate safety hazards around the school, home and community, including the highways.
(3) The pupil will be able to demonstrate procedures of first aid applicable in a given incident needing emergency assistance.

Teaching Objectives:

(1) To identify causes of fires and how to prevent them in the home and farm.
(2) To identify what electrical shock is, how to prevent it, and what to do in case it happens.
(3) To identify broken bones and demonstrate appropriate action to take.
(4) To identify and practice mouth-to-mouth resuscitation (breathing).

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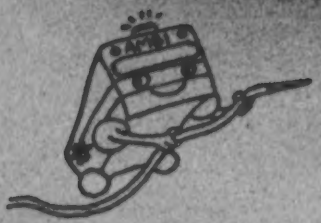
Series 3

AMBI Helps Us To Prevent Fires Around The Home and Farm



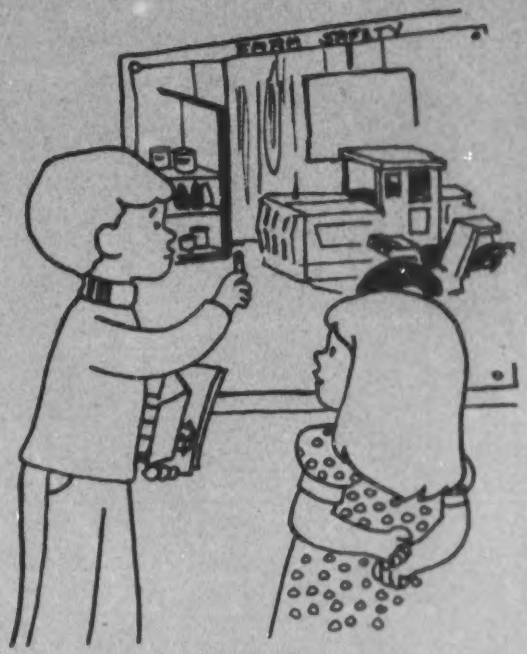
Teaching Objective

To identify causes of fires and how to prevent them in the home and farm.

Lesson Content

Fires often occur around the home and farm through carelessness with matches and cigarettes, faulty stoves and furnaces, poor electrical wiring, outdoor fires or barbecues, improper storage and handling of gasoline for lawnmowers and tractors, flammables such as paint thinner, old papers, oily rags, and electrical storms. Everyone should be familiar with the safe routes to get out of a burning house. OPERATION EDITH, sponsored by the local fire department, encourages families to have fire drills, mark the windows of children's rooms with a decal, and prevent fires around the house. EDITH stands for Exit Drill In The Home.

Prevention: Cleanliness, orderliness, and regular inspection.



Resources: State Fire School
Local Fire Department

Activities

(1) Survey the house and farm to identify any fire hazards around the home and farm.
(2) Contact the local fire department about OPERATION EDITH.
(3) Arrange a bulletin board to illustrate safety around the house and farm.
(4) Write playlets and songs with emphasis on safety around the home and farm and invite parents and other classes.

Series 3

AMBI Helps Us In Case of Electrical Shock.

Teaching Objective

To identify what electrical shock is, how to prevent it, and what to do in case it happens.

Lesson Content

Electric shock is a sudden stimulation of the nerves and convulsive contraction of the muscles caused by the discharge of electricity through the body. This may happen when a person comes in contact with a wall receptacle which is broken with wires still "alive"; a cord which is broken, frayed or cut; electric lines downed during a severe rain, snow or ice storm. Everyone should know the locations of the main switch that turns off all electricity in the house. If someone is being shocked by electricity in the house, turn off the switch, pull the plug from the wall if you can do it safely, or turn off the main switch. Then take care of the person who may have to be helped to breathe (artificial respiration). If the power cannot be turned off such as in cases of high voltage cables, do not touch the victim or you too may be electrocuted.

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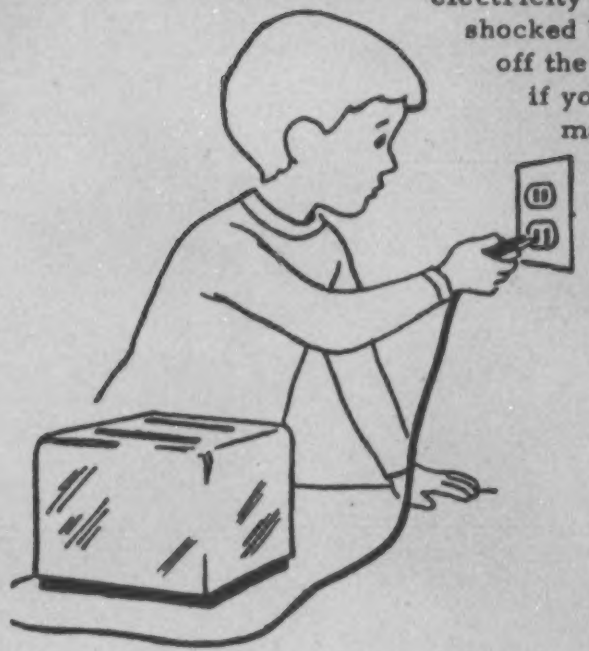
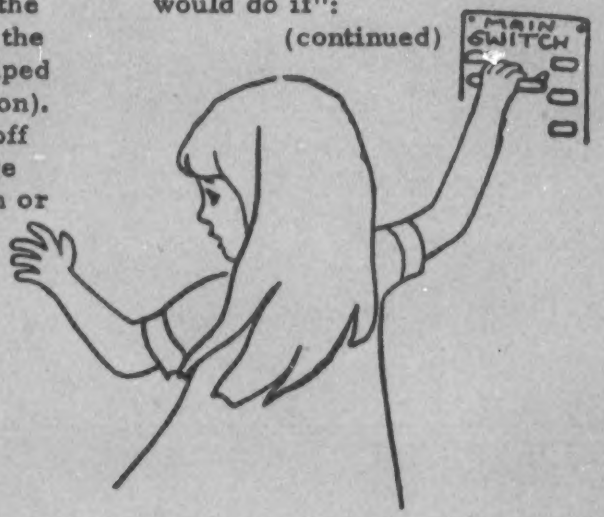
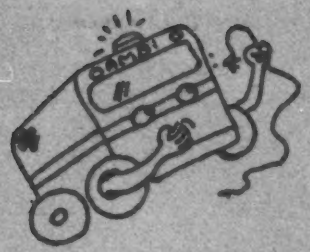


Activities

(1) Demonstrate the correct way to plug an appliance into an outlet (holding the plug with fingers out of the way of electrical prongs); keeping electric appliances away from bath water.
(2) Invite local fire company, State Fire School or Red Cross to demonstrate and lead practice as to what to do in case of electric shock.
(3) Play the game "what you would do if":

(continued)





Lesson Content (continued)

You can also get a shock from a light switch if your hands are wet since electricity goes through water just as through wires. This is why a power line can kill you if you stand near it on wet ground or a wet street. If a power line is down, the electric company and police should be contacted right away. Special equipment and trained persons are needed to handle this problem. When trapped in an automobile which is in contact with a high voltage cable, stay inside the car until help arrives and the car and the area de-energized. If the person tries to get out of the car and touches the car and ground at the same time, he/she will be electrocuted.

Activities (continued)

(a) you found someone unconscious beside a receptacle?
(b) electric wires were down after a storm?
(c) you were in a car with a "live" wire on top of it?

Series 3

AMBI Helps Us To Take Care Of Broken Bones.

Teaching Objective

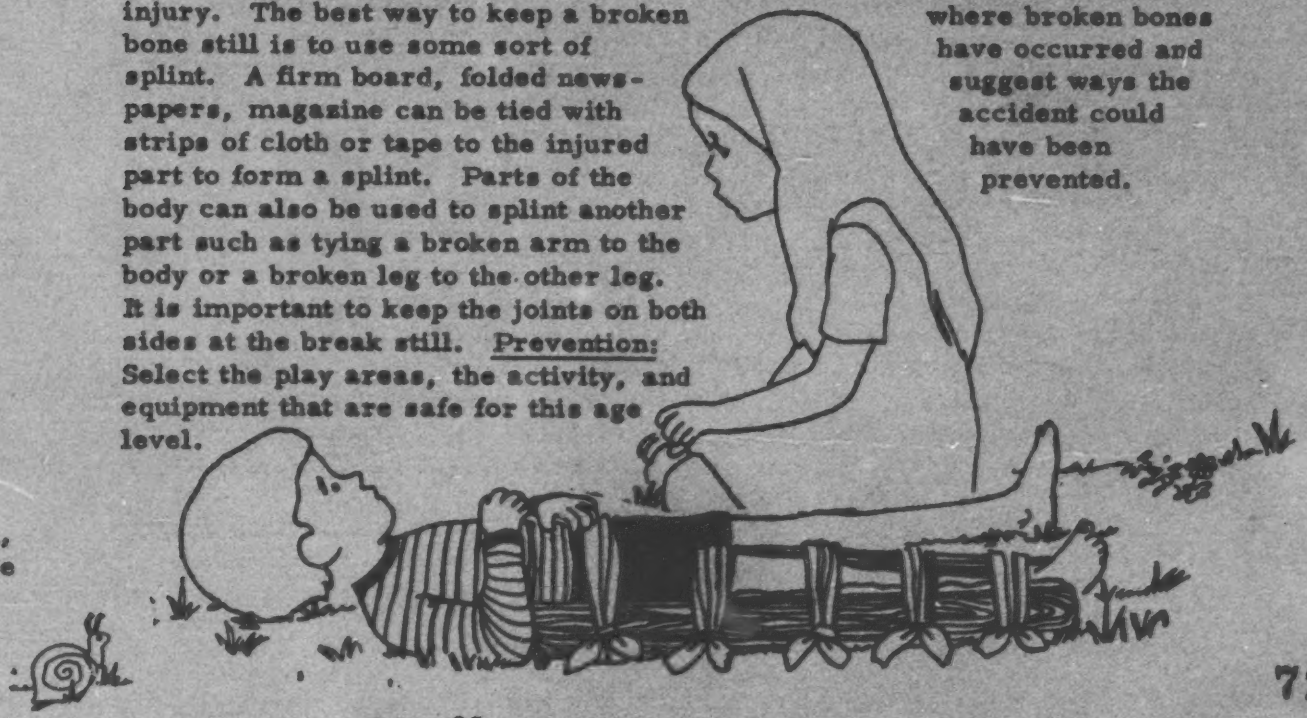
To identify broken bones and demonstrate appropriate action to take.

Lesson Content

Bones and muscles support and give shape to the body much like a foundation and framing in a house. The heart and other vital organs are protected by the bones and muscles. If a bone is broken, that part of the body cannot do its job and needs help. A broken bone needs to be immobilized so that damage to the blood vessels and nerves in the area is kept to a minimum. Twisting or bending a suspected break will cause further injury. The best way to keep a broken bone still is to use some sort of splint. A firm board, folded newspapers, magazine can be tied with strips of cloth or tape to the injured part to form a splint. Parts of the body can also be used to splint another part such as tying a broken arm to the body or a broken leg to the other leg. It is important to keep the joints on both sides at the break still. Prevention: Select the play areas, the activity, and equipment that are safe for this age level.

Activities

(1) Show diagram of broken bone such as leg, arm.
(2) Invite the school nurse to demonstrate how she takes care of broken bones.
(3) Demonstrate splinting a broken arm or leg using items at hand.
(4) Survey the areas in and around the school where broken bones have occurred and suggest ways the accident could have been prevented.



Resources:
School Nurse
State Fire School, Emergency Care
Red Cross

Series 3 AMBI Shows How To Do Mouth-To-Mouth Breathing.

Teaching Objective

To identify and practice mouth-to-mouth resuscitation (breathing).

Resources:
- State Fire School
- Local Health Unit
- Red Cross

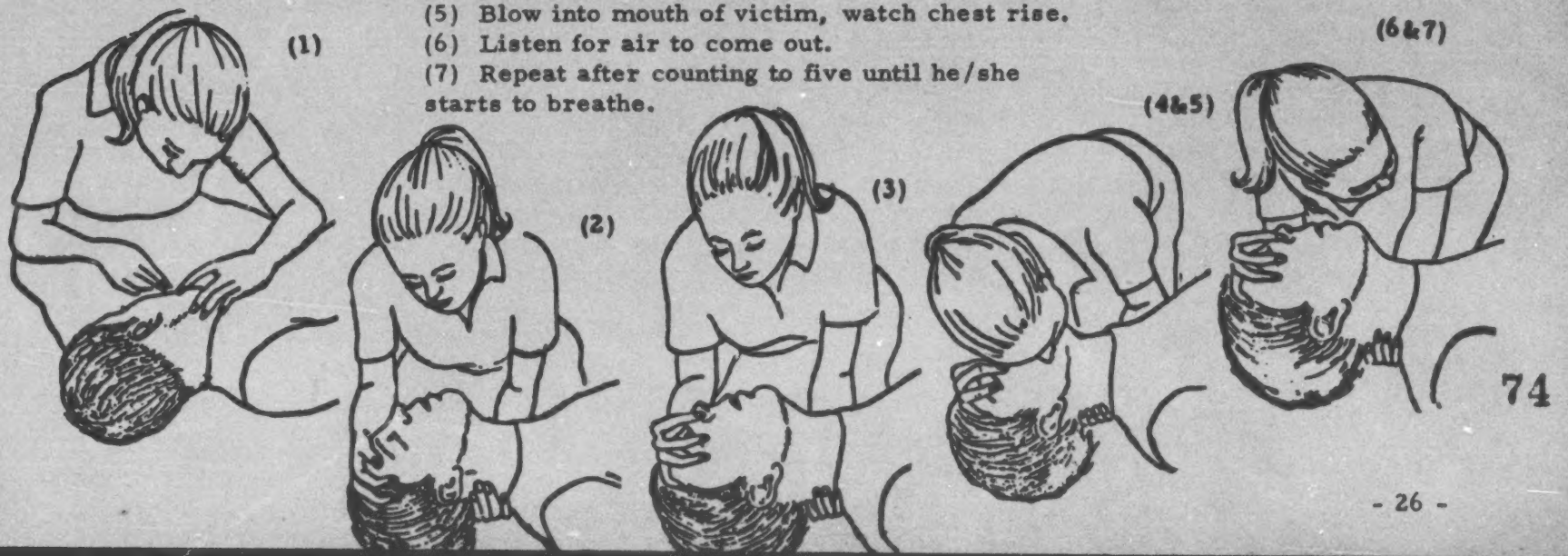
Lesson Content

If a person stops breathing three to five minutes, serious brain damage can occur. Resuscitation has to be started within that time in order to prevent brain damage. There is not enough time to run to get someone. Everyone, beginning as young as possible, needs to know how to do resuscitation (breathing). Blowing air into the lungs is the best way to start breathing again. The steps are:

(1) Turn head to side, clean out mouth.
(2) Tip head way back by putting one hand on forehead and one hand under neck.
(3) Pinch the nose shut.
(4) Take a deep breath, open your mouth wide and place over victims mouth.
(5) Blow into mouth of victim, watch chest rise.
(6) Listen for air to come out.
(7) Repeat after counting to five until he/she starts to breathe.

Activities

(1) Invite a representative from the State Fire School or American Red Cross to demonstrate and lead the practice in mouth-to-mouth resuscitation, or obtain the model, "Resusiann", from the local health unit.
(2) Have pupils arrange a bulletin board with illustrations of the steps in mouth-to-mouth breathing.



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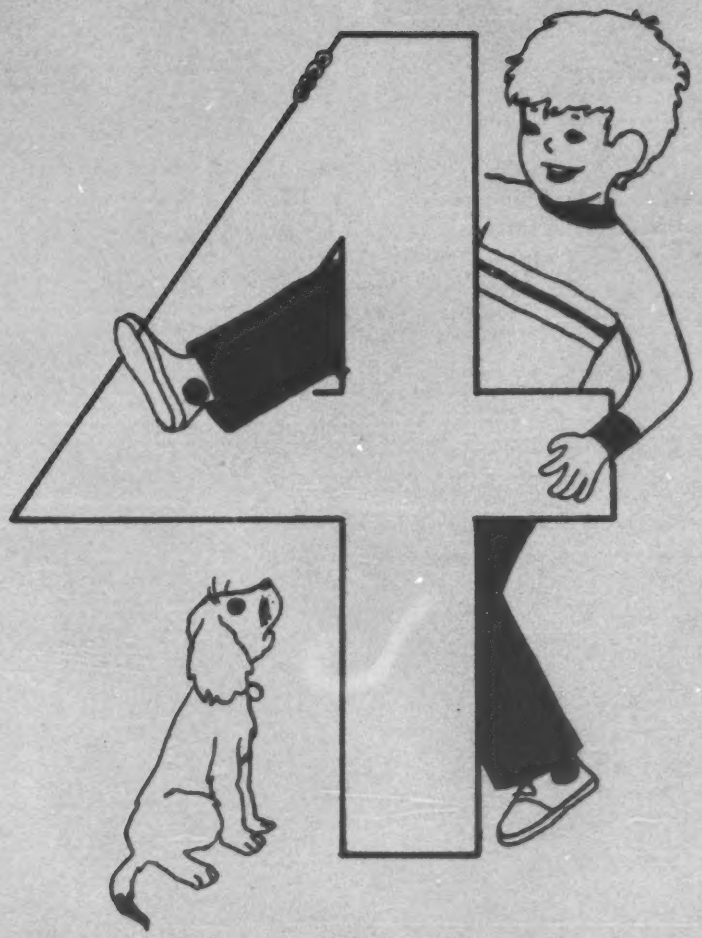
AMBI

A MINI SAFETY AND HEALTH PROGRAM



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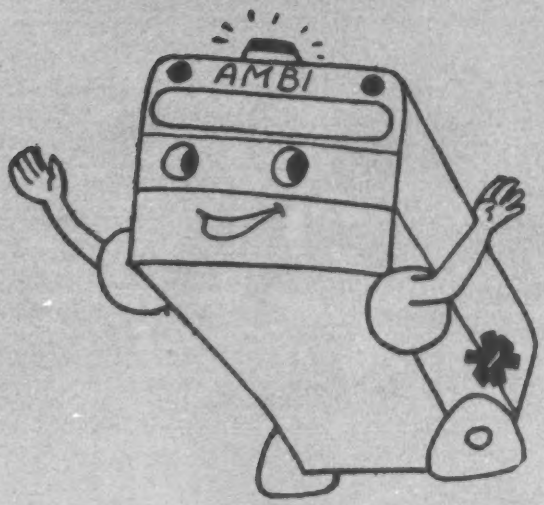
Series 4



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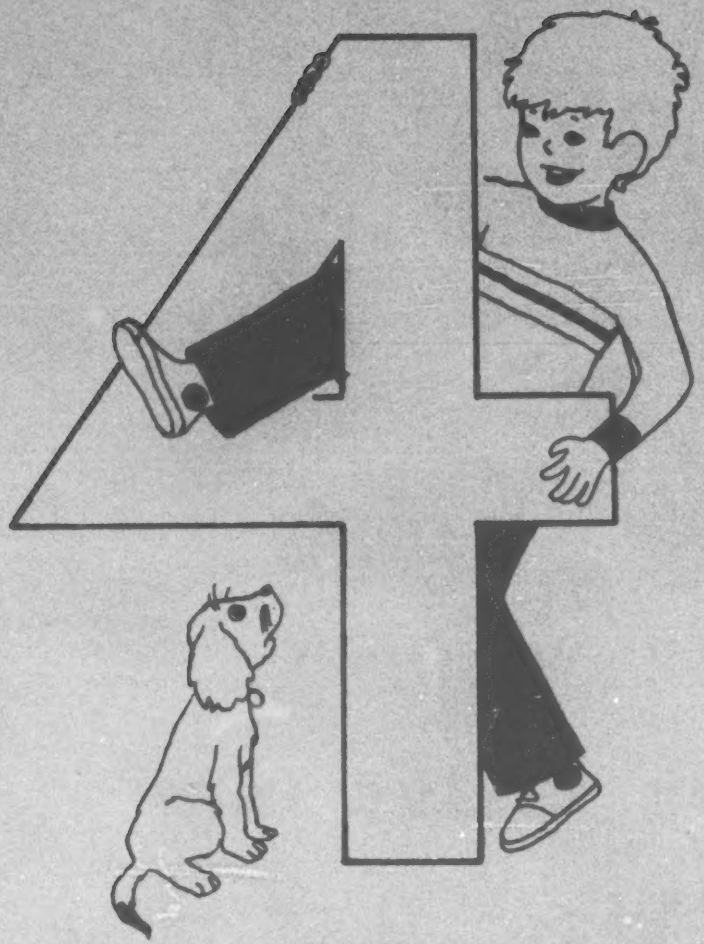
Series 4



OBJECTIVES

General:

(1) To prepare the individual to be alert to safety precautions in all areas of living.
(2) To develop an awareness that the individual is responsible for the safety of himself and others.
(3) To develop skills which can be used in emergency situations including a knowledge of how and where to obtain assistance.

Specific:

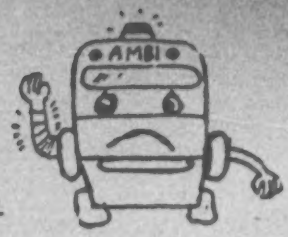
(1) The pupil will be able to identify resources that can render assistance in time of emergency in the school and community.
(2) The pupil will be able to identify and evaluate safety hazards around the school, home, and community, including the highways.
(3) The pupil will be able to demonstrate proccdures of first aid applicable in a given incident needing emergency assistance.

Teaching Objectives:

(1) To review and to reinforce basic emergency procedures identified, demonstrated, and practiced in K-3.
(2) To identify and demonstrate the purpose of bandages.
(3) To identify and demonstrate what to do in case of chemical burns.
(4) To identify and demonstrate what to do in case of a head injury.
(5) To identify signs of and how to prevent infection.

Series 4

AMBI Asks, "What Would You Do If?"

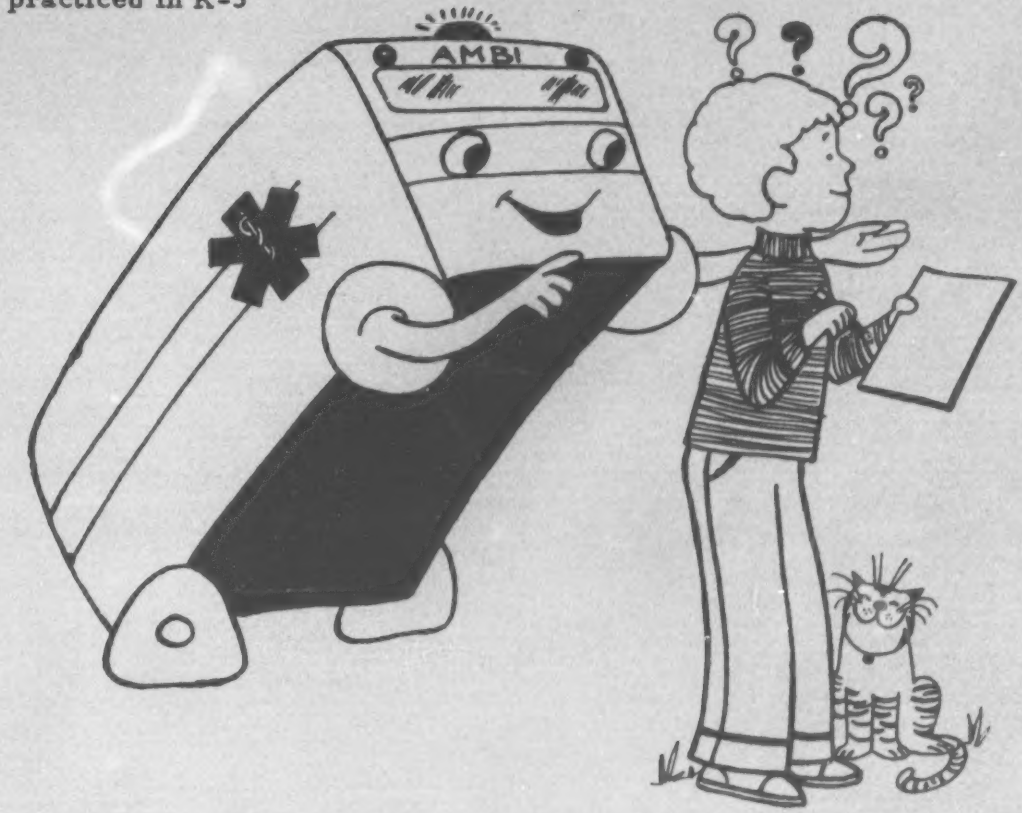


Teaching Objective

To review and to reinforce basic emergency procedures identified, demonstrated and practiced in K-3

Lesson Content

Review the basic emergency procedures that have been identified, demonstrated and/or practiced in the preceding grades (K-3).



Activities

(1) Ask for response to: What would you do if--

(a) someone needed AMBI, the ambulance, or the fire department?

(b) someone asked how to wash hands?

(c) a bee stings you or your friend?

(d) a dog bites you or your friend?

(e) you got a second degree burn on your arm?

(f) your friend had a deep cut (1) spurting blood, (2) flowing freely?

(g) you found someone in a pool who could not swim?

(h) you found someone unconscious in the house by an electrical outlet?

(i) you found someone not breathing?

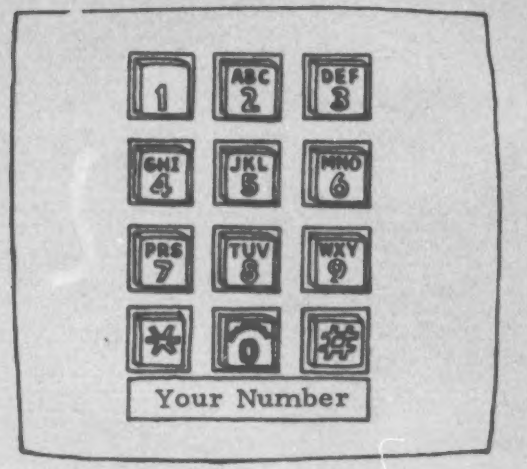
(j) you smelled smoke at night at home?

(k) you or your friend had a nosebleed?

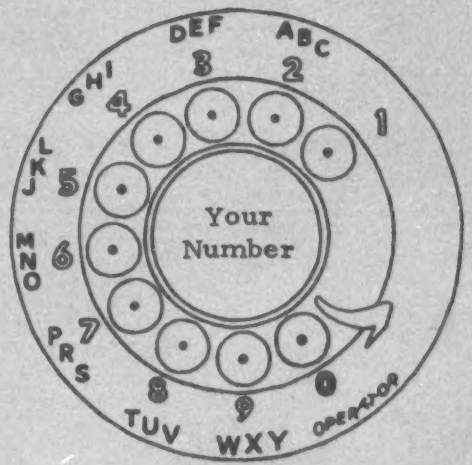
(l) you found a friend who had fallen while skating and his/her arm was twisted?

See attached Review Sheets from K-3.

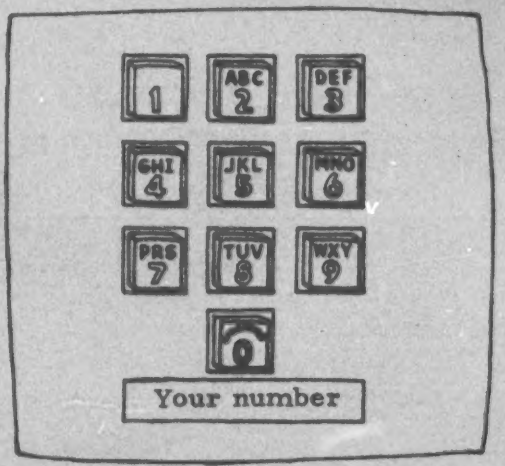
AMBI Shows Types Of----------T E L E P H O N E D I A L S----------Activity Sheet #1



12-BUTTON TOUCH-TONE® PAD



10-HOLE TELEPHONE DIAL



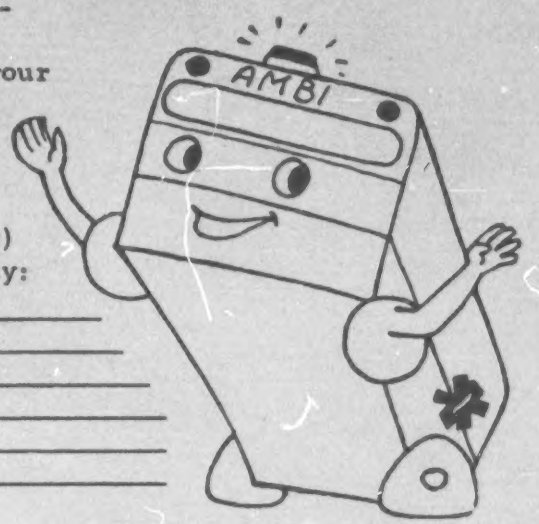
10-BUTTON TOUCH-TONE® PAD

12-BUTTON TRIMLINE TOUCH-TONE® PAD

HAVE STUDENTS PRACTICE--

(1) Dial EMERGENCY NUMBER for your area: (Grade 1)
NEW CASTLE CO. - 731-8111
KENT CO. - 678-9111
SUSSEX CO. - 856-6306
Kindergarten - Dial "0" (Operator)

(2) Method for reporting an emergency:
a. My name is _____
b. I live at _____
c. My phone number is _____
d. My parent's name is _____
e. I am calling because _____
_____



REVIEW A

Series 1

AMBI Wants To Know, "Do You Know How To Wash Your Hands? And When To Wash Your Hands?"

Teaching Objective

To demonstrate the way to wash hands.

Lesson Content

Washing hands is the first line of defense against disease and infection. They should be washed after playing, before eating, after handling pets, after going to the toilet, after holding hands over mouth when sneezing and coughing, and after any kind of scratch or cut has occurred.

FIRST I WET MY HANDS WITH NICE WARM WATER...
THEN I SOAP, SOAP SOAP MY HANDS
- RUB, RUB, RUB MY HANDS RUB THE PALMS, RUB THE BACKS AND IN BETWEEN MY FINGERS!!
RINSE ALL THE SOAPSUDS AWAY
AND NOW I DRY MY NICE CLEAN HANDS!!

Activities

(1) Demonstrate and have children practice washing hands, using following procedures: (a) wet hands; (b) soap them; (c) rub the hands together getting soap on back, palms, and in between fingers; (d) rinse soap suds off; (e) dry hands.

(2) Divide group into two or three and have children take turns at telling, washing, and supervising the practice.

(3) Practice cleaning a minor scratch or cut on the leg with soap and water.

(4) Take a familiar tune such as "Three Blind Mice" and make up words about washing to sing together.

Resource: School Nurse

Series 1

AMBI Shows You What To Do For Insect Bites.

Teaching Objective

To demonstrate and practice what to do for insect bites.

Lesson Content

Children and adults are frequently the target of insect bites at home, at school, while camping, and/or playing outdoors. Mosquitos, ticks, bees, wasps, flies, and fleas are just some of the common insects. Jellyfish stings are common to some beaches. Some people are very allergic to bee stings and have to carry special medication with them.

Prevention: When stinging insects come around, the individual should keep calm and move out of the range of the insect quietly and quickly.

Activities

(1) Identify some of the common insects found around school, home. Arrange a bulletin board of insects which bite.

(2) Demonstrate and practice antidotes for insect bites, such as baking soda, mud, meat tenderizer, or ice. Ask the children to demonstrate what to do in a given situation such as:

(a) you are playing alone in a field and a bee stings you;

(b) your friend is stung by a wasp while you are playing around the house.

Resource: School Nurse

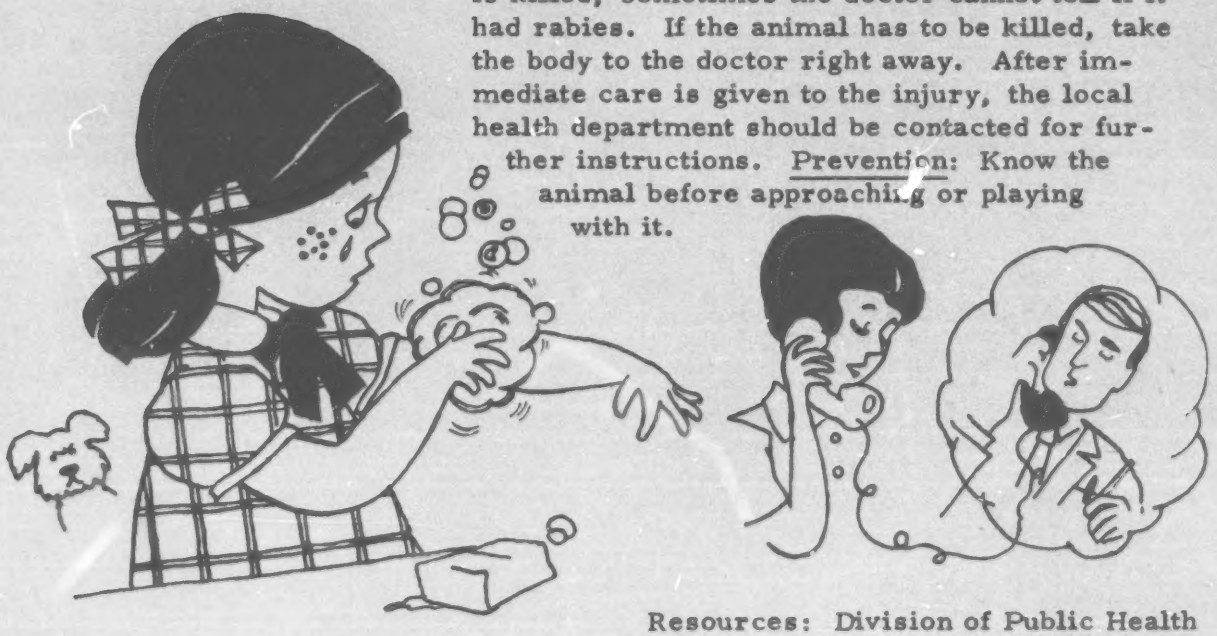
Series 2 AMBI Asks, "Do You Know What To Do If An Animal Bites You?"

Teaching Objective

To identify and demonstrate procedures used in cases of animal bites.

Lesson Content

Sometimes an animal such as a dog, cat, squirrel or fox gets a disease called rabies. Bats can also have rabies. If an animal or bat with rabies bites the individual, he/she may get rabies and die. The treatment for rabies hurts and is sometimes dangerous but it will usually keep the person from getting rabies. Every effort should be made to confine the animal for observation for at least 10 days. If the animal is killed, sometimes the doctor cannot tell if it had rabies. If the animal has to be killed, take the body to the doctor right away. After immediate care is given to the injury, the local health department should be contacted for further instructions. Prevention: Know the animal before approaching or playing with it.



Activities

(1) Demonstrate and practice what to do in case of animal bites.
   (a) For a child: Wash area well with soap and water; tell your parents or teacher right away.
   (b) For the parent or other adult: Call the doctor; call the health department in New Castle, Kent or Sussex County; confine the animal so it can be observed.
(2) Review what to do for cuts and bleeding wounds.
(3) Ask the children to discuss their experience, if any, with animal bites.

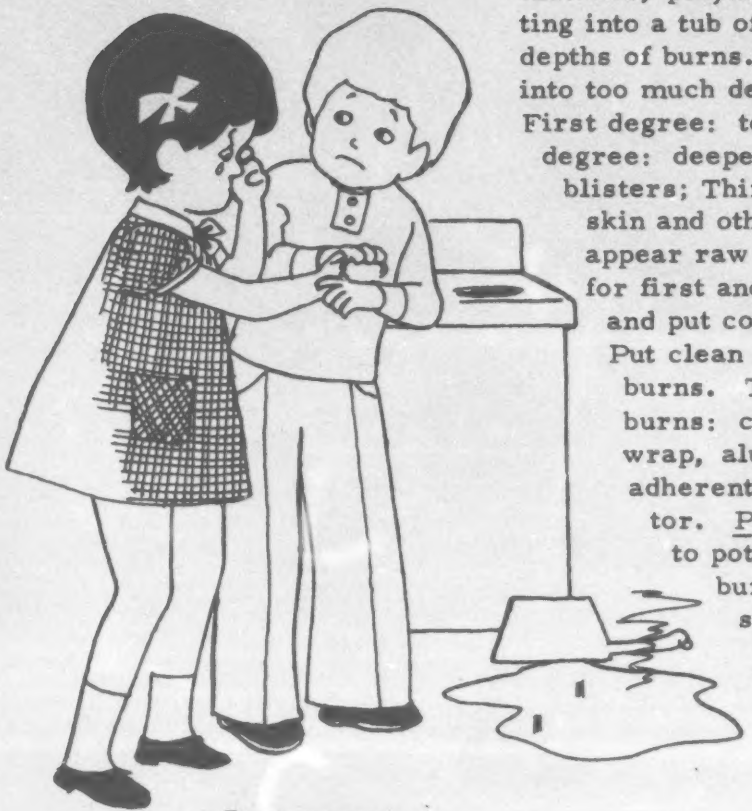
Resources: Division of Public Health
School Nurse
REVIEW D

Series 1

AMBI Shows You What To Do If You Burn Yourself.

Teaching Objective

To identify types of burns and demonstrate what to do for them.



Lesson Content

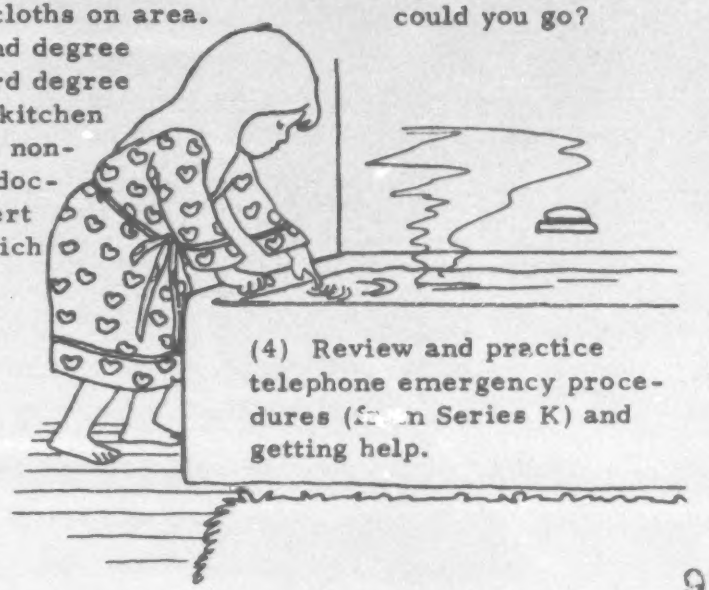
Small children are frequently burned by spilling hot food and water on the body, by touching hot stoves or heaters, by playing with matches, playing too long in the sun, or getting into a tub of hot water. There are three depths of burns. (It is not important to go into too much detail with first graders.) First degree: top layer of skin is red; Second degree: deeper into skin which gets red and blisters; Third degree: full thickness of skin and other tissues are burned. Areas appear raw and often white. Treatment for first and second degree burns: Wash and put cold water or cold cloths on area. Put clean dressing on second degree burns. Treatment for third degree burns: cover with plastic kitchen wrap, aluminum foil, or a non-adherent material, see a doctor. Prevention: Be alert to potential hazards which burn--hot water on stoves, hot bath water, burning leaves, hot pans.

Activities

(1) Have children draw pictures of safety in the bathroom, such as checking bath water before getting into the tub.

(2) Demonstrate and practice washing and placing cold water or cloths on first and second degree burns.

(3) Demonstrate and practice putting a clean cloth on a third degree burn, getting help. Where else could you go?



(4) Review and practice telephone emergency procedures (from Series K) and getting help.

Resources:
State Fire School
Local Fire Department
School Nurse

Series 1

AMBI Shows You What To Do If You Cut Yourself.

Teaching Objective

To demonstrate and practice simple first aid for bleeding.

Lesson Content

Each child has probably received a minor cut at some time. Did he/she know what to do if an adult had not been around? At school the teacher or nurse is there to help, and parents are usually around at home. Sometimes, though, there is no one around so every individual should know how to do simple first aid for his/her protection.

A cut may be caused by sharp objects such as a knife, broken glass, or even paper. There may or may not be much bleeding. An abrasion occurs when the skin is rubbed off an area.

Prevention: Selecting the play area carefully; picking up potential cutting objects such as glass, metal (such as pull tabs on soda cans) and stones.

Resources:

Fire Department (for dummies of hands for practice)

American Red Cross, Delaware Chapter - "Health and Safety Course for Primary Grades"

Activities

(1) Draw a picture of a minor cut, abrasion.
(2) Demonstrate and practice cleaning the cut or abrasion with soap and water.
(3) Demonstrate and practice putting pressure on a cut that is bleeding.
(4) Find out where first aid kits are located in the school, on the bus, and at home.
(5) Demonstrate the proper way to carry scissors, knives.

REVIEW F

Series 1

AMBI Helps You To Be Safe Around The Water.

Teaching Objective

Identify the need for practicing safety around water.

Lesson Content

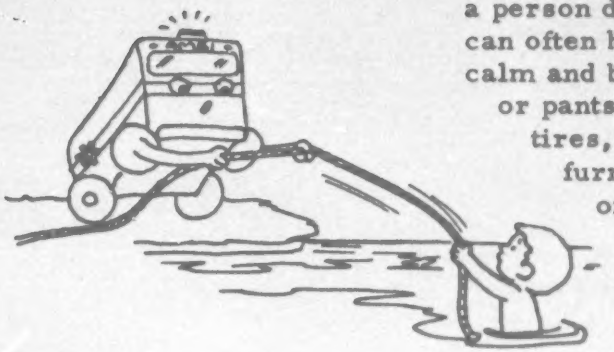
Every individual should be able to protect himself/herself and others around the water since most people are around water at some time. Two-thirds of the world is water, so everyone should know how to swim. Even if a person doesn't know how to swim, he/she can often help someone to safety by keeping calm and by using a pole, stick, shirt, towel or pants. A number of items such as tires, inflated tubes, ice chests, wood furniture or plastic jugs with the lid on can be thrown to a person in trouble in water. Prevention: Follow water safety rules.

Activities

(1) Write water safety rules on flip chart such as: (a) learn to swim; (b) have an adult with you when swimming; (c) swim with a "buddy"; (d) walk around swimming pools; (e) wear life jackets on boats; (f) look before diving.

(2) Demonstrate and practice the use of a shirt, pole or stick to reach someone in trouble.

(3) Show an empty plastic jug with the lid. This can be thrown into the water to float on.



Resources:
American Red Cross,
Delaware Chapter

REVIEW G

Series 3

AMBI Helps Us In Case of Electrical Shock.

Teaching Objective

To identify what electrical shock is, how to prevent it, and what to do in case it happens.

Lesson Content

Electric shock is a sudden stimulation of the nerves and convulsive contraction of the muscles caused by the discharge of electricity through the body. This may happen when a person comes in contact with a wall receptacle which is broken with wires still "alive"; a cord which is broken, frayed or cut; electric lines downed during a severe rain, snow or ice storm. Everyone should know the locations of the main switch that turns off all electricity in the house. If someone is being shocked by electricity in the house, turn off the switch, pull the plug from the wall if you can do it safely, or turn off the main switch. Then take care of the person who may have to be helped to breathe (artificial respiration). If the power cannot be turned off such as in cases of high voltage cables, do not touch the victim or you too may be electrocuted.

(continued)

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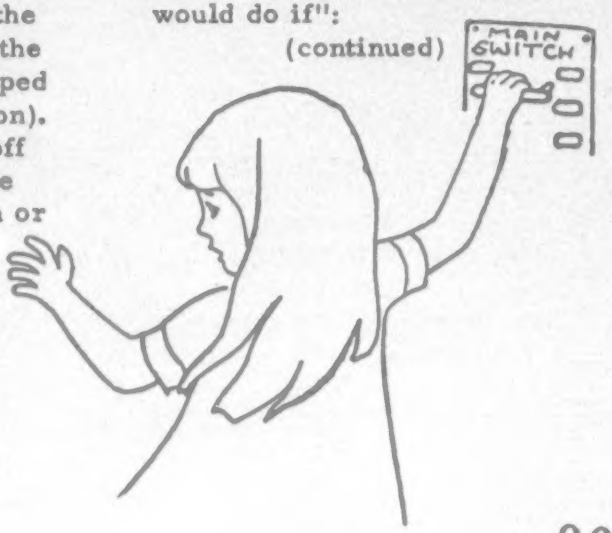
Activities

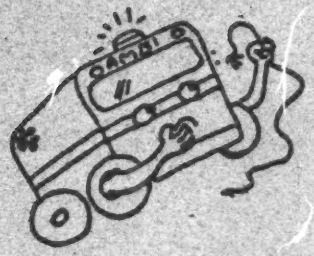
(1) Demonstrate the correct way to plug an appliance into an outlet (holding the plug with fingers out of the way of electrical prongs); keeping electric appliances away from bath water.
(2) Invite local fire company, State Fire School or Red Cross to demonstrate and lead practice as to what to do in case of electric shock.
(3) Play the game "what you would do if":

(continued)



96

REVIEW H



Lesson Content (continued)

You can also get a shock from a light switch if your hands are wet since electricity goes through water just as through wires. This is why a power line can kill you if you stand near it on wet ground or a wet street. If a power line is down, the electric company and police should be contacted right away. Special equipment and trained persons are needed to handle this problem. When trapped in an automobile which is in contact with a high voltage cable, stay inside the car until help arrives and the car and the area de-energized. If the person tries to get out of the car and touches the car and ground at the same time, he/she will be electrocuted.

Activities (continued)

(a) you found someone unconscious beside a receptacle?
(b) electric wires were down after a storm?
(c) you were in a car with a "live" wire on top of it?

Series 3

AMBI Shows How To Do Mouth-To-Mouth Breathing.

Teaching Objective

To identify and practice mouth-to-mouth resuscitation (breathing).

Resources:
- State Fire School
- Local Health Unit
- Red Cross

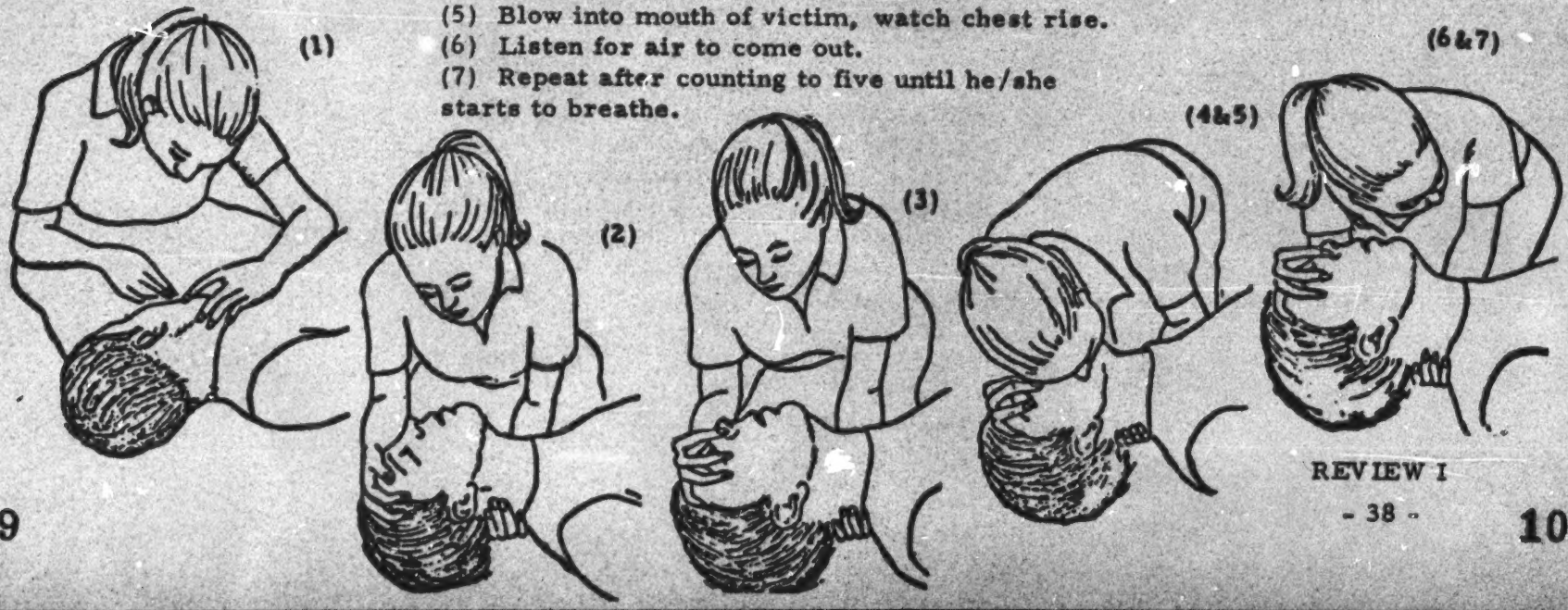
Lesson Content

If a person stops breathing three to five minutes, serious brain damage can occur. Resuscitation has to be started within that time in order to prevent brain damage. There is not enough time to run to get someone. Everyone, beginning as young as possible, needs to know how to do resuscitation (breathing). Blowing air into the lungs is the best way to start breathing again. The steps are:

(1) Turn head to side, clean out mouth.
(2) Tip head way back by putting one hand on forehead and one hand under neck.
(3) Pinch the nose shut.
(4) Take a deep breath, open your mouth wide and place over victims mouth.
(5) Blow into mouth of victim, watch chest rise.
(6) Listen for air to come out.
(7) Repeat after counting to five until he/she starts to breathe.

Activities

(1) Invite a representative from the State Fire School or American Red Cross to demonstrate and lead the practice in mouth-to-mouth resuscitation, or obtain the model, "Resusiann", from the local health unit.
(2) Have pupils arrange a bulletin board with illustrations of the steps in mouth-to-mouth breathing.

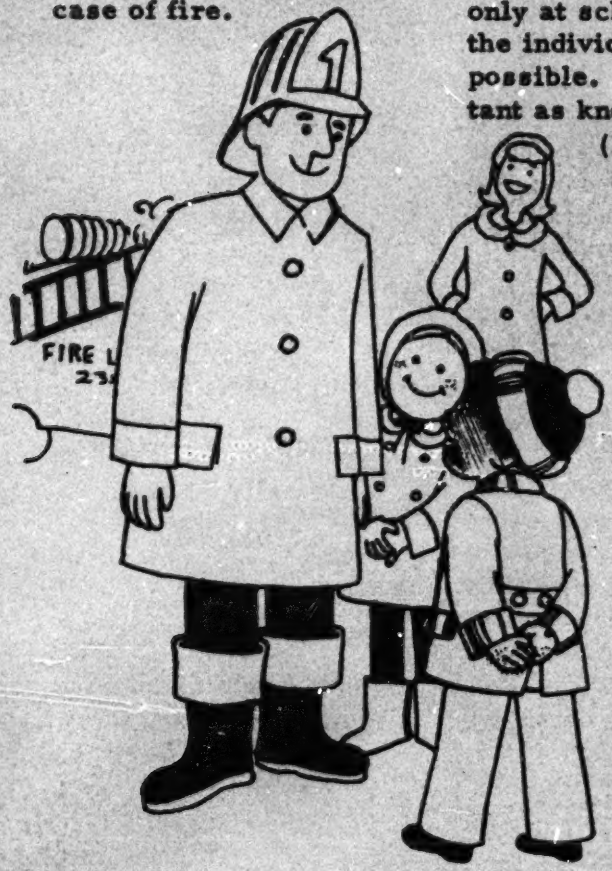


Series K

AMBI Wants You To Be Prepared In Case Of Fire

Teaching Objective

To identify and demonstrate what to do in case of fire.



Lesson Content

Knowing what to do in case of fire can save lives. Fire drills should be conducted not only at school but also in the home so that the individual can get out of the fire area if possible. Preventing fires is just as important as knowing what to do in case of fire.

(Fire alone rarely kills, but the superheated gases and toxic fumes which are generated by the fires and absorbed or inhaled by the individual are deadly.)

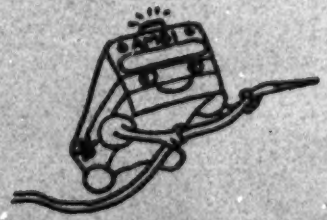
The emphasis for young children should be on getting adult help--not trying to handle a fire situation themselves. Children should be helped to identify combustibles such as fire starter and gasoline containers and warned against handling them. They should be warned not to get under beds, tables or in closets.

The central dispatch numbers for fires are:
NEW CASTLE CO. - 731-8111
KENT CO. - 678-9111
SUSSEX CO. - 856-6306

Activities

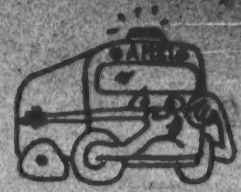
(1) Practice the route and alternate routes for fire drill in the school.
(2) Demonstrate what to do in case of fire in the home or barn by calling the fire department, getting help, getting out of the house or barn. Do not hide under beds or in closets.
(3) Have a representative from the local fire department visit the school, and also visit the local fire department. Use illustration from activity unit.

Resource: Local Fire Department



Series 2

AMBI Shows How To Stop A Nosebleed.



Teaching Objective

To demonstrate how to stop most nosebleeds.

Lesson Content

Nosebleeds often occur with young people if the nose is bumped or if the person has a cold. Pinching the nostrils together for five minutes will usually stop the bleeding. The person should sit down (on the floor is fine) with the head tilted slightly forward. If the nosebleed starts again, pinch the nose a longer time. Occasionally the doctor has to be consulted.

Activities

(1) Demonstrate and practice what to do for nosebleed.
(a) sit down with head tilted forward and pinch your nose (the nostrils) together for at least five minutes.
(b) have someone get the teacher or parent.

Resource: School Nurse

REVIEW K

Series 3

AMBI Helps Us To Take Care Of Broken Bones.

Teaching Objective

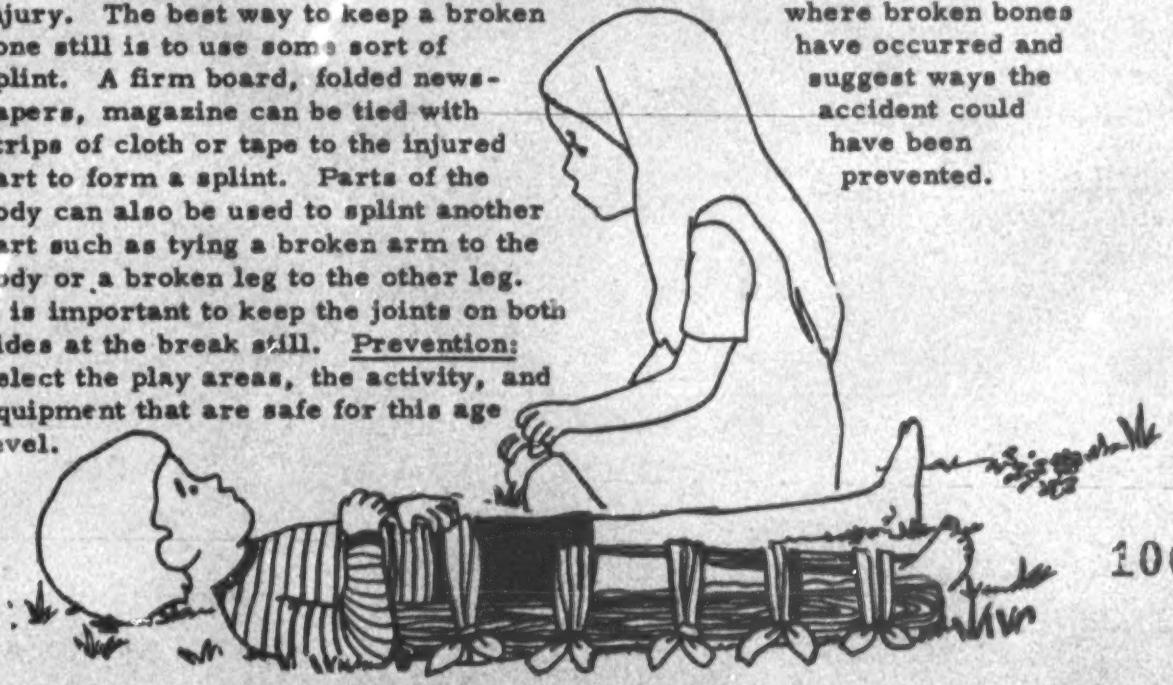
To identify broken bones and demonstrate appropriate action to take.

Lesson Content

Bones and muscles support and give shape to the body much like a foundation and framing in a house. The heart and other vital organs are protected by the bones and muscles. If a bone is broken, that part of the body cannot do its job and needs help. A broken bone needs to be immobilized so that damage to the blood vessels and nerves in the area is kept to a minimum. Twisting or bending a suspected break will cause further injury. The best way to keep a broken bone still is to use some sort of splint. A firm board, folded newspapers, magazine can be tied with strips of cloth or tape to the injured part to form a splint. Parts of the body can also be used to splint another part such as tying a broken arm to the body or a broken leg to the other leg. It is important to keep the joints on both sides at the break still. Prevention: Select the play areas, the activity, and equipment that are safe for this age level.

Activities

(1) Show diagram of broken bone such as leg, arm.
(2) Invite the school nurse to demonstrate how she takes care of broken bones.
(3) Demonstrate splinting a broken arm or leg using items at hand.
(4) Survey the areas in and around the school where broken bones have occurred and suggest ways the accident could have been prevented.



Resources:
School Nurse
State Fire School,
Emergency Care
Red Cross

Series 4

AMBI Puts A Bandage On.

Teaching Objective

To identify and demonstrate the purpose of a bandage.

Lesson Content

A bandage is a piece or strip of gauze or other material used in wrapping any part of the body. The bandage may hold a dressing on a cut or wound or may cover an injured area. A bandage may be used to apply pressure such as in the case of severe bleeding. Fractures of the arms, legs and fingers are often set with the aid of a bandage stiffened with a substance such as plaster of paris.

Activities

(1) Display several kinds of bandages that are sold commercially.
(2) Have the pupils tear an old sheet or some other item into strips that can be used for bandages.
(3) Demonstrate and have pupils practice applying bandages to an arm or leg.

Resources: School Nurse
State Fire School

Series 4

AMBI Says, "Strong Chemicals Can Burn."

Teaching Objective

To identify and demonstrate what to do in case of chemical burns.

Lesson Content

Strong chemicals can burn the skin even if they do not feel hot. Bleach, drain and toilet bowl cleanser will burn the skin and eyes. If this occurs, wash the skin and/or eyes with lots of water immediately. Shower stalls are usually found in chemical laboratories for quick flushing of chemicals. It is very important to wash the eye with plenty of water long enough (about ten minutes) to get the chemical out so that damage is kept to a minimum to the vision and eye. A clean bandage should be placed over the burn or eye and the doctor should be contacted. It should be strongly emphasized that household chemicals such as bleach, toilet bowl cleansers and disinfectants should never be used together as they may unite to form poisonous gases.

Activities

(1) Demonstrate how to wash the eye by placing the head under the faucet and turning the head so that the eye with the chemical is on the bottom.
(2) Demonstrate what to do if a chemical burns the leg.
(3) Arrange a display of empty containers of chemicals found around the home.

Resources: State Fire School
Volunteer Fire Company
School Nurse

Series 4

AMBI Says, "Head Injuries Need Special Attention."

Teaching Objective

To identify and demonstrate what to do in case of a head injury.

Lesson Content

Head injuries result from being struck on the head by a flying object, by colliding with another person or object, or by falling. Various sports require head protection to prevent injuries. Baseball players wear a protective cap when batting and football players wear helmets in all play. Head injuries sometimes occur in and around school playgrounds from children running into doors, being struck by moving swings and other play equipment, and from accidentally bumping heads in games. All head injuries require special attention and close observation. If the person has a suspected head injury and is not breathing well, the head and shoulders should be slightly elevated by using a coat, blanket or pillow. Even though the injury seems slight, the individual should rest and should be observed for nausea, paleness or drowsiness. If the person is or seems unconscious, the ambulance should always be told of any head injuries in order to continue observation. Many head injuries can be prevented by wearing protective head gear.

Resources: State Fire School
School Nurse

Activities

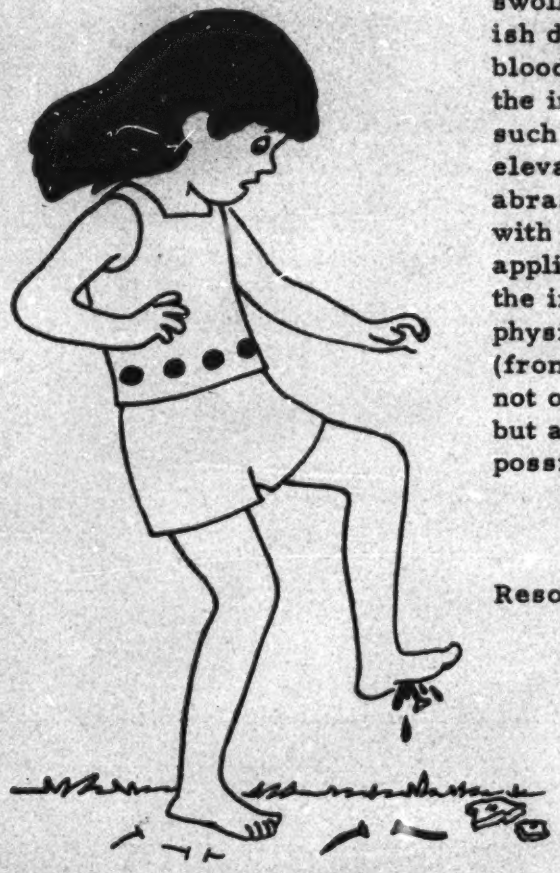
(1) Display various head protection used in sports.
(2) Invite a coach to discuss rules and equipment designed to prevent head injuries.
(3) Demonstrate placing a folded coat, blanket, pillow or magazine under the shoulder to raise the head being careful not to tilt the head too far forward.
(4) Review how to get the ambulance.

Series 4

AMBI Says, "It Is Better To Prevent Infection."

Teaching Objective

To identify signs of and how to prevent infection.



Lesson Content

Sometimes cuts, abrasions or a small opening in the skin gets infected which means that germs are growing. The area may get red, swollen, be sore, and may have a thick yellowish drainage composed of germs and white blood cells which fight the germs. Sometimes the infection may make the person feel ill such as having a headache, nausea, or an elevated temperature. Any time a cut or abrasion occurs, the area should be washed with soap and water and a clean bandage applied, if necessary, to prevent infection. If the infection is bad, it should be seen by a physician. Puncture wounds of any type (from pencils, pins, nails, splinters) should not only be washed and cleansed thoroughly, but also should be seen by a doctor to get a possible tetanus booster.

Resources: State Fire School
School Nurse

Activities

(1) Invite the school nurse to discuss some of the skin infections common to this age group, including puncture wounds.
(2) Have the pupils illustrate infected cuts and what to do.

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SAFETY FILMS

From The Library
Of
The Delaware Safety Council

Be Safe My Friend (color - 15 min. - elem.)

The Day The Bicycles Disappeared (color - 15 min. - elem. to junior high)

Donald's Fire Survival Plan (color - 11 min. - all levels)

If Bicycles Could Talk (color - 13 min. - elem. to junior high)

I'm No Fool Having Fun (color - 10 min. - elem.)

I'm No Fool With A Bicycle (color - 8 min. - elem.)

I'm No Fool With Fire (color - 8 min. - elem.)

Let's Be At Home In The Water (color - 11 min. - elem.)

Let's Play Safe (color - 10 min. - elem.)

Safe Living At School (black & white - 12 min. - elem.)

The Safest Way (color - 15 min. - elem. to junior high)

Safety In Winter (black & white - 11 min. - elem. to junior high)

The School Bus And You (black & white - 10 min.) elem.)

Stop, Look And Think (color - 12 min. - all levels)

The Talking Car (color - 16 min. - elem.)

SAFETY FILMS

From The Library
Of
The State Department of Public Instruction

And Then It Happened - School Bus Safety (color - 18 min. - all levels)

Beginning Responsibility - Rules At School (black & white - 11 min. - elem.)

Bicycle Riding Reminders (color - 10 min. - elem.)

Bicycle Safety (color - 12 min. - all levels)

Danger - Poison (color - 13 min. - elem. to junior high)

A First Film On Finding Your Way To School Safely (color - 9 min. - elem.)

Matches (color - 9 min. - elem.)

Playground (color - 7 min. - elem.)

Playground Safety (color - 11 min. - elem.)

Safe In Recreation (color - 15 min. - elem. to junior high)

Safe In The Water (color - 15 min. - all levels

Safety As We Play (color - 7 min. - elem.)

Safety On The Playground (color - 16 min. - elem.)

Safety On The Street (black & white - 16 min. - elem.)

Safety With Electricity (color - 10 min. - elem.)

School Bus Safety And Courtesy (color - 17 min. - elem. to junior high)

Telephone For Help (color - 10 min. - elem.)

Watch It Johnny (color - 15½ min. - elem.)

SAFETY FILMS

From The Library
Of
The Division of Public Health

Accident Prevention - Your Child's Safety
(color - 10 min. - all levels)

Our Wonderful Body - Medicines, Drugs and
Poison (color - 9½ min. - elem.)

Rescue Breathing (color - 21 min. - all levels)

Sniffy Escapes Poisoning (color - 7 min. -
elem.)

SOURCES OF MATERIALS AND SERVICES

When requesting materials from any one of the sources, make your request as specific as possible. Emphasize the grade or level you teach and quantity of material needed. (Some organizations may have a nominal charge for handling and postage.)

American Red Cross, Delaware Chapter
910 Gilpin Avenue
Wilmington, Delaware 19806
Phone: 655-3341

Delaware Motor Club - AAA
911 Tatnall Street
Wilmington, Delaware 19801
Phone: 655-7511

Delaware Safety Council
Tigani Building
300 Foulk Road
Wilmington, Delaware 19803
Phone: 654-7786

Delaware State Department of Public Instruction
Film Library
Phone: 678-4685
Instructional Services
Phone: 678-4885

Delaware State Fire School
RD 2, Box 166
Dover, Delaware 19901
Phone: 678-4773

Diamond State Telephone Company
(Contact local business office.)

Division of Public Health
(Local Health Units)
Kent County: 678-4729
New Castle County: 994-2506
Sussex County: 856-5244
Wilmington: 571-3410

Emergency Health Services
Division of Public Health
Dover, Delaware 19901
Phone: 678-4710

Other:

Local Fire Department

State, County, City Police

Insurance Companies